DOCUMENT RESUME

ED 177 931 HE 011 488

AUTHOR	Carter, Virginia L., Ed.
TITLE	CASE Annual Fund Ideas. The Best of CASE Currents.
INSTITUTION	Council for Advancement and Support of Education, Washington, D.C.
PUB DATE	79
NOTE	52p.
AVAILABLE FROM	Council for Advancement and Support of Education, Suites 530/600, One Dupont Circle, Washington, DC 20036 ($9.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Alumni; Computers; Faculty; *Fund Raising; *Higher Education; Marketing; Parent Role; *Private Financial Support; Student Role; Universities; Volunteers; Writing Skills
IDENTIFIERS	*Direct Mail Solicitation; *Donors

ABSTRACT

Fund raising ideas for colleges and universities are compiled in a handbook of articles from "CASE Currents." The first section discusses the annual fund drive in such articles as: "Start that Habit Early--Senior Giving '5X'" (Lynn Segall); "Join Hands with Lost Friends" (Jeanne Knoerle); "Match Those Gifts!" (Kerry P. McClanahan); "Challenging Your Donors" (David M. Thompson); "In-Plant Solicitation Increases Annual Giving" (Douglas A. Allinger); "Make Volunteers an Important Part of Your Campaign" (Dawn Kepets Hull); "Busy People Canvass Best" (Lee Kline); "Involved People Increase Annual Giving Efforts" (Leonard A. Meyer); "Reunion Giving" (Norman L. Hess); "Gift Clubs" (Paul Morris); "Happy 75th:" (Jocelyn Bartkevicius); "Parents Bridge the Gap" (Nancy Harper); "Putting It Together through a Foundation" (Bruce D. Newman); "Class Agent System Can Be Successful" (Gary A. Evans); and "Fingers Do the Walking in Annual Giving Phonathons" (Alan L. Rossmann). The second section on raising money by mail includes the following titles and authors: "The ABCs of Raising Money by Mail" (Virginia L. Carter); "Writing Letters that Sell" (Susan Wallgren); "Plan Early for Direct Mail" (James M. Brasher, III); "After the Campaign is Over" (Susan Wallgren); "Keep Direct Mail in Its Place!" (David G. Lavender); "What the Computer Taught Me About Corporate Alumni Gifts" (Stephen G. Luther); "Personalizing Direct Mail with the Computer" (Edward Summers); "Directory Hit" (Randy Matson); "Simple Letter" (Douglas M. Brown); and "Parents Fund" (David E. Long). (PHR)

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The Best of CASE CURRENTS

Edited by Virginia L. Carter

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CASE ANNUAL FUND IDEAS

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Is the bedrock firm?

BY JOHN G. JOHNSON
Vice President for Development
Carnegie-Mellon University

Creative Communication/Money Package

Blazing headlines on the huge capital campaigns now underway capture our attention. A recent survey by the American Association of Fund-Raising Counsel reveals that 26 colleges and universities are conducting campaigns with goals ranging from $50 million to $370 million. With strong emphasis on additional endowment, major new programs, sweeping renovations, and some new buildings, these multimillion dollar endeavors occupy center stage as our educational institutions grapple with their fiscal problems.

In the presence of these scene-stealing goals, it is possible that annual giving may be relegated to an inferior position. If we allow our level of consciousness about annual giving and its impact to slide, we run the risk of eroding the real base of private voluntary support.

The alumni movement is one of the great American contributions to higher education, and annual giving is the most telling manifestation of that movement. Through annual giving, the academic community has received an increasing flow of unrestricted dollars accompanied by a genuine spirit of concern on the part of alumni. It is largely through annual giving that our institutions carry on the endless process of educating the educated about education.

The Yale Alumni Fund is a good example. Launched in 1890, and the oldest continuous annual giving program in the world, that fund set another remarkable record by topping $7 million in 1975-76. The vitality of Yale's program through the years has been steadfast.

Starting with a volunteer organization, the 1890-91 Yale Alumni Fund raised just over $11,000 from 385 donors. The economy then suffered reversals that caused the fund to fall to a precariously low $6,549 in 1894-95. But the determination of the volunteers prevailed.

For the fainthearted, it is interesting to note the effects of the Great Depression and World War II on the Yale Alumni Fund. In 1926-27, the fund reached a level of $572,000. The onslaught of the Depression and World War II reduced the figures to a low of $142,000 in 1934-35, and it was not until 1948-49 that the fund again surpassed the $500,000 mark. However, since that time its growth has continued with only minor reverses, breaking through the $1-million mark in 1950-51. Aggregate gifts to Yale through the fund have amounted to slightly more than $100 million, a stirring record by any standard.

Yale's leadership and example, coupled with the growing strength of the alumni movement as newer colleges and universities developed, brought the alumni fund to full bloom in the 20th Century. In 1962-63, alumni throughout the United States made annual gifts of approximately $63 million to their institutions. In 1974-75, the most recent year for which complete figures are available, that amount had reached the lofty level of some $177 million. Colleges and universities would have needed $3.5 billion in additional endowments to yield that much annual income.

Impressive as these figures are, there is the question of inflation, which causes trustees and top administrators so much anguish these days. We can all wonder and worry about whether annual giving is keeping pace with inflation. However, we should also ponder the fate of our educational institutions *without* this base of support. Devastation is too gentle a word to describe the outcome should these funds suddenly stop flowing.

Although complete figures are not available for 1975-76, a check

with a handful of universities around the country indicates that some annual funds will be reporting new record totals. We have also witnessed a new record $1.4-million 25th reunion class gift to MIT during this past year. We can only hope that this fragmentary information, coupled with a number of economic indicators, heralds the revival of optimism among donors.

All of this is evidence enough to argue that annual giving, taken on the face of the dollar values alone, has played a significant role in the history of the financing of American higher education. But there is more to it than the jingle of the cash register.

Of necessity, our institutions have had to rely heavily upon volunteers to conduct annual giving programs. This has been a hidden blessing because that necessity has made it possible to discover and, indeed, to educate an expanding army of volunteers. They have learned not only about the techniques of fund raising but about alma mater and its mission. The volunteer heads and directors of the massive capital campaigns have identified their leaders from this vast pool of involved, educated, caring alumni. It is no coincidence that the colleges and universities that have met the largest capital campaign goals also have been those undergirded by first-rate annual giving programs.

Beyond the discovery and education of a splendid band of volunteers, annual giving programs have also identified a number of major donors who otherwise might never have been discovered.

If there were no other incentive for keeping good records of alumni, the annual giving program would provide it. Unfortunately, many college and university administrators have failed to provide the resources for such record-keeping until the need for increased funding forced their hands. Obviously, you cannot raise funds from lost alumni or from those about whom you have only minimum information.

Annual giving has had an important educational value for alumni. By now most colleges and universities have seen the wisdom of keeping alumni well informed about the mission and progress of the institution, because an informed donor is a more thoughtful donor.

Another historic value from annual giving, one that we often overlook, is the positive impact that it and the alumni movement have had on corporate support to education. The satisfactory conclusion of the *A. P. Smith Mfg. Co. v. Barlow* case in New Jersey in 1953, which cleared the way for corporate gifts without "direct benefit" to the donor, is often cited as the pivotal point in corporate support to higher education. We ought also to note the positive impact of annual giving on the significant increase in corporate support since that date.

Most corporate officers and directors are alumni of American educational institutions. Through the years, these people have had the chance to learn about the needs and opportunities of their respective alma maters through the continuing impact of annual giving.

All of these strengths notwithstanding, uncertainties around the edges of annual giving wrinkle our brows a bit. One of the question marks is the decline in the percentage of alumni who respond to annual giving appeals each year. In 1962-63, 21.5 percent responded, but the response dropped to 17.7 percent in 1974-75.

Part of this phenomenon may be explained by the many alumni who graduate each year from state-supported universities. On balance, these alumni do not participate as well as do those from private institutions. But it is the slippage in the venerable, well established alumni funds that makes the situation more vivid. While many colleges and universities report increases in donor numbers during the past several years, the percentage of participation is slipping.

Frequently directors and staffs of annual giving programs feel that staff and volunteer efforts and the accompanying flow of unrestricted annual gifts are taken for granted by the campus community. This is often manifested by the cavalier attitude of the president. If this attitude persists, it will be because administrators and faculty fail to recognize two fundamental principles in annual giving programs. First, these are *voluntary* gifts and may be terminated by the donor on his or her terms. Second, no annual giving program was ever born full-blown.

As is demonstrated strikingly by the Yale Alumni Fund, these programs have had to be nurtured over a period of years from their humble beginnings to their present strength and vitality. Because the annual giving program provides the base from which all other campaigns grow, taking the program for granted is the first step in dismantling this vital giving mechanism.

Many of us who experienced the campus upheavals of the late 1960s and early 1970s have wondered what kind of alumni will develop from those classes. Would they be dominated by life-long malcontents who would hold the university in contempt? Would some of the more spirited "revolutionaries" take the initiative to lead splinter groups opposed to the university on major issues? Or would time and new perspectives make it possible for alumni from those classes to view the university anew and to find a way to support the best educational system ever developed? The answers to these questions are not yet clear.

Only a few institutions have record-keeping systems sufficiently sophisticated to measure what is happening with those classes. Among those few institutions contacted, there is some guarded optimism about the performance of the classes. The situation bears watch-

ing because any trends that may develop will affect a sizable group of alumni for a long time to come.

Historically, alumni who received scholarships have, on balance, been rather poor participants in annual giving. There are, of course, some happy exceptions. With dramatic increases in the number of students receiving some form of financial aid, particularly loans, we have reason to be concerned about their future participation. A large number of students and recent graduates have declared bankruptcy. This relatively large block of alumni casts a large shadow over the future well-being of annual giving.

To a considerable extent, the level of annual giving in support of our higher education system has reflected our national mood. It is an accident of history that we are experiencing both a presidential election and a bicentennial celebration in the same year.

If we can take at face value two elements in these events, they may say something about the future of annual giving. The birthday celebration over the July 4th weekend exceeded the fondest wishes of all who planned the events. A spirit of joy, a perceptible resurgence in national pride, and a sense of togetherness emerged at one memorable time. And the tones of the presidential campaign seem to reflect a wish on the part of our nation that there be less government and less pervasiveness of government. This indicates that we may be entering a period of renewed optimism about the state of our nation.

Should this be true, it could mean a climate in which annual giving can indeed flourish. That's as it should be. For, looked at from any vantage point, this uniquely American movement is the bedrock of voluntary support. CASE

Brown rises to a challenge

BY RICHARD F. SEAMAN
Associate Vice President and Director of Development
Brown University

Editor's note. This Brown University program won the grand award in the 1976 United States Steel Alumni Giving Incentive Awards, Improved Performance category.

Retrenchment puts fund raising in a double bind. It causes painful cuts in educational programs, which hurts the fund-raising climate yet increases the need for private support. And retrenchment also increases pressure to cut our fund-raising budgets, thereby making our task even more difficult.

As with most institutions, Brown University's financial problems began in the late '60s—near the end of a period of unprecedented expansion in American higher education. The university's budget deficits started modestly in 1968 and peaked in 1971. This resulted in the development by the administration and the corporation (board of trustees) of a carefully conceived strategy to bring resources and expenditures into balance by 1973-74. Midway through that effort, however, Brown—like all institutions—was hit by double-digit inflation and increased energy costs ($1 million annually).

These factors prompted a redesign of our strategy, postponing the break-even year to 1977-78. The elements of that strategy include a revised policy on the use of the university's endowment, competitive increases in tuition, stabilization of the size of Brown's student body, a strong energy conservation program, and the reduction of $6 million from the university's budget over a three-year period. There was one additional component—raise more money!

In designing our new development approach, we first reviewed our past experience. In the prior 15 years, the university had conducted four successive capital campaigns, the last concluding in 1972. Thus, in 1973-74, with three-year pledge payments to the capital campaign coming to a close, the university had to decide whether to launch another capital effort immediately or to emphasize annual giving. (In the four previous capital campaigns, we did not seek annual fund gifts from those paying capital gift pledges.)

In the spring of 1973, our Development Council—the committee of the corporation charged with overseeing the development effort—concluded that the most *immediate* need was for a dramatic increase in annual giving for current operating purposes. Therefore, in June 1974, the corporation voted the Brown Fund as the university's "top fund-raising priority."

The need was urgent. In 1973-74, for example, unrestricted gifts for current operations through the Brown Fund totalled $727,000. To stimulate our new effort, the Development Council set successively increasing goals of $1.14 million for 1974-75 and at least $2 million by 1977-78.

Needless to say, such substantial increases in a single year were a formidable assignment. To secure a 57 percent increase the first year and to help the Brown Fund gain a new identity, we sought a major challenge grant. Happily, one of Brown's most generous donors offered to provide $500,000 in challenge funds. The donor agreed to match dollar-for-dollar both the gifts of *new* donors and the amount of increases over the prior year's gift. To encourage larger gifts, the donor also provided a bonus for each *new* member of our three gift clubs, equivalent to one-half of the minimal giving level for each club. Finally, he offered two $50,000 bonuses—one if the Brown Fund reached its goal of $1.14 million and a second if total participation by alumni reached 50 percent.

Our results for the first year exceeded our fondest expectations. Excluding the challenge funds, Brown raised $1.35 million, exceeding our goal by nearly one-quarter million dollars

and achieving an 86 percent increase over the previous year. There were 8,000 *new* donors to the Brown Fund, and 4,500 contributors *increased* their gifts. Participation increased from 43 to 49 percent, up from 31 percent five years earlier. Membership in Brown's top giving club ($1,000) increased 15 percent; the 1974 Associates ($500 club) increased by 33 percent; and the Century Club membership ($100-499) increased by an astounding 80 percent.

We were pleased with the 6 percent increase in participation. But we were disappointed to have missed the 50 percent participation target by about 400 contributions and to have had the year end with 1,100 unpaid pledges, despite June phonathons and mailgrams to LYBUNTS and pledge-no-pays. One of the contributing factors to this failure was the nationally publicized spring 1975 protest at Brown—an unfortunate consequence of the retrenchment process.

The dramatic success with the Brown Fund during 1974-75 was a major step forward. We established a new base of annual support and a new identity for the fund. Our strategy was to identify large special-interest groups among our alumni and friends, and appeal to them in terms of their interests on as personal a basis as possible, with the challenge providing an extra incentive.

Volunteers called some 5,500 persons through massive phonathons in the fall and spring. Nearly 40 percent of those pledging increased their gifts over the prior year—a figure well above the percentage for all those solicited.

We introduced a highly successful five-year reunion gifts program, which accounted for 29 percent of the dollars raised from this 20 percent of our alumni constituency. We had an elaborate class agent structure, involving some 2,400 alumni, each of whom contacted personally or by phone five classmates. We held separate campaigns for the corporation, emeriti, widows, parents, alumni of the graduate school, and the senior class, and we conducted a regionally oriented major gifts effort.

The benefits of the challenge grant and our emphasis on the Brown Fund are perhaps underscored when you recognize that the $613,000 in increased gifts for operations achieved in that year represents the equivalent income on some $12 million of endowment. This is a sum Brown could not reasonably have expected to secure so soon.

In short, an analysis of the university's fund-raising direction suggested that both the short-term emergency and the longer-range health of the university would—and could—best be served by developing the unrestricted annual giving program. In the longer run, while the Brown Fund will continue to be a top fund-raising priority and while we will never again interrupt Brown Fund solicitations during a capital campaign, we will have to address the equally important need to increase our capital resources. This will provide more protection from major fiscal crisis.

What are the lessons from our experience?

First, each institution must develop a fund-raising strategy that fits its individual circumstances. Surely the *contents* of the strategies will differ according to the institution's problems, resources, and potentials. What is especially critical are the *procedures* through which all of the problems of retrenchment are resolved.

Second, retrenchment is both a short-run emergency and a longer-run reality, and it is necessary that each institution devise *complementary* strategies to meet those two distinct challenges.

Third, retrenchment is an institution-wide problem, involving both the need to generate new resources and the need to manage more carefully existing ones. The retrenchment process underscores the interdependence of the various components of the university. Retrenchment means greater economies, but it need *not* mean institutional self-defeat. To the contrary, it can mean institutional self-renewal.

Retrenchment requires more intensified planning—the coordination of decision-making with knowledge of both internal and external, actual and potential, resources. This, in turn, involves the development, institutional relations, and alumni functions, which have the best knowledge of external resources and surely the responsibility for increasing them.

The institutional advancement areas must be engaged in the planning process. We all have experienced problems resulting from our being too remote from academic and institutional planning and policy-making. Retrenchment *increases* the need for careful planning—and for our involvement in it.

It is especially important in the retrenchment process that we recognize the *human* dimensions of problem solving. How our colleges and universities deal with problems of allocating scarce resources and establishing institutional priorities is as important to their welfare—and therefore to our ability to raise funds for them—as the decisions themselves. The retrenchment process holds the potential for heightened institutional self-awareness and for a more precise definition of our educational purpose. This is to our fund-raising advantage. Retrenchment can bring a new clarity and urgency to what we are attempting to accomplish in higher education and can provide an even more effective basis for a strong appeal to donors.

Fourth, let me share my strong feeling that the entire institutional advancement program should be among the last to be cut during retrenchment. We acquire heavier responsibilities, and—if we are successful—even more important opportunities to help others learn about our institution.

Finally, our experience at Brown confirms that the challenge grant remains a most effective incentive. We could not have made the dramatic increases in 1974-75 without it.

Brown is now entering its third year of its new fund-raising strategy and is seeking $1.75 million for the Brown Fund. During the first two years of our strategy, Brown raised $2,797,000 in unrestricted gifts for operations through the Brown Fund—$157,000 or some 6 percent ahead of our two-year projections. We have established new identity for the fund. And the newly established base of continuing annual support promises to provide greater financial stability for Brown in the future.

The Brown Fund will always remain a first fund-raising priority while the university simultaneously intensifies its preparations for a major capital gifts effort. This effort is equally essential to the long-term fiscal health and educational vitality of the university. CASE

"I guess what I am trying to say with this challenge gift is that I believe in Brown. I hope my 40,000 fellow alumni also feel this way. And I hope they will join me in creating a 'living endowment' for Brown."

Start that habit early: Senior Giving "5x"

BY LYNN SEGALL
Associate Director of Annual Giving
Texas Christian University

Traditionally, graduating seniors present their alma mater with a class gift. TCU was no exception. By 1973, we had accumulated a century's worth of bookcases, plaques, and medallions.

That year, Chancellor J. M. Moudy and Director of Annual Giving Tom Purdy decided that the Centennial Class should try something more significant. They hit upon the "5x" plan: Start the giving habit early by asking each senior to give $5 before graduation and to increase his or her gift by $5 each year thereafter. Their hope was that the graduate's annual gift would increase along with increases in personal income. Also, this plan seemed to be an improvement over the former practice of virtually ignoring the recent grad for five or 10 years, then suddenly reappearing when he or she had "made it" financially.

Here's how our "5x" plan works. We start by organizing a general steering committee of 40 seniors during November of their graduation year. From this group evolves a general chairperson and a vice chairperson for each of TCU's five schools and colleges. These people appoint captains who recruit volunteer workers. Each worker personally calls on six fellow seniors. The general chairperson appoints a public relations committee to handle promotion.

We hold meetings to define tasks, set a timetable of events, establish campaign goals, and plan the volunteer training session. At this informal training session, we familiarize volunteers with details of the campaign, answer questions, issue pledge cards, and generally "fire 'em up." We also prepare the mailing piece, which explains to each senior the details of the "5x" program and includes a cover letter from the steering committee expressing and encouraging support.

We also include an invitation to the senior honor banquet, a multi-purpose event. We open the banquet with an alumni association reception, where seniors may turn in their biographical information cards and pick up TCU decals. After a buffet, we introduce officers of the alumni association, annual giving council, and deans and top administrators. Representatives from each group speak briefly on "life after graduation" and the importance to TCU of continued alumni support.

Then the Senior Giving chairperson recognizes steering committee members who are serving as table hosts. He or she reviews details of the campaign and invites classmates to respond that evening with gifts or pledges. We conclude by showing our multi-media presentation, "TCU Tapestry." This new production deals frankly with the reasons people give—and don't give.

The banquet kicks off a four-week period of solicitation by the school teams. We encourage face-to-face contact wherever possible, and suggest a phone call only as an alternative. The volunteer fills out each pledge card as he or she completes a call, and returns it to our office, where we compile a midpoint report on each volunteer's calls.

During this time, local radio PSA's, posters, campus newspaper articles, and ads, promote the campaign. Steering committee members also make announcements at meetings.

Over 50 percent of our participating seniors give unrestricted money, which is applied to the new academic achievements awards program. The others designate their gifts to university departments and programs. The names of all those who participate in Senior Giving during a calendar year are placed on a plaque for permanent display in the student center.

Senior participation has increased from 28 percent in 1973 to 32 percent in '74, and to 34 percent in '75. We have not completed mail solicitation of '76 graduates, so this year's results are not

Creative Communication/Alumni Package

in. These donors are listed by class year in the annual report in a special "5x" section. We are just now realizing the potential increases with graduates of '73 giving $20 gifts in 1976.

Make no mistake. This is a difficult undertaking. Today's graduate is the most aware of the shortcomings of his or her institution and, consequently, the most critical. Also, in the face of rising costs, the average senior's last thought is giving more money to the university before receiving a diploma!

It's up to us to demonstrate that tuition, high as it may seem, covers only 65 percent of the cost of a TCU education and that alumni and friends make up the difference. To do this, and stick to our annual giving premise—that no one is ever obligated to give to TCU—is not always easy.

This program is challenging and also highly rewarding. Educating students to the need for continued support will pay long-range dividends. Senior Giving is not a short-term moneymaker, but it does build a base of support that can grow far beyond the limits of a "5x" plan. To illustrate, 57 alumni from the classes of 1973 through 1976 joined our Century Club this year.

The following suggestions, based on our experience, may help you:

1. Begin the campaign organization before the Christmas break and end the campaign well before May finals.

2. Organize a large steering committee from a recognized cross section of leadership, not so much for a task force as for a strong base of support. Include a few juniors as observers to provide next year's core group.

3. Put journalism and public relations majors on your PR committee. They enjoy the experience and can often get good local coverage.

4. Hold the senior dinner/kick-off banquet to interest people *before* the actual solicitation starts. Invite administrators, deans, and alumni leaders.

5. Devise an incentive award program for your volunteers. We give a coffee mug to every worker who makes a gift and solicits at least one other. Those who obtain five or more gifts or pledges receive a marble "5x Quota-Buster" paperweight. Students appreciate the recognition and are often more than willing to serve as alumni leaders in their cities.

6. Mail the original mailing piece and reply envelope to your December and August graduates who cannot be solicited in person.

7. Establish the graduating chairperson as that year's class agent, if you have agents. People know his or her name and respond to direct mail appeals from that person. CASE

Join hands with lost friends

A small college renews some long-neglected ties

BY JEANNE KNOERLE, S.P.
President
Saint Mary-of-the-Woods College

When Saint Mary-of-the-Woods College (SMWC) began looking for new sources of operating funds several years ago, we turned first to a long-neglected friend, the Terre Haute, Indiana business community.

Most of you will find our situation a familiar one. Rising inflation coupled with decreasing enrollments had caused a serious financial crisis. Ours is a small, liberal arts college for women. For the most part, it had been self-sufficient since its founding in 1840. The city of Terre Haute, just four miles away, was perceived as a distant neighbor in both physical and philosophical terms.

In recent years, communication between the college and the community had grown, of course. But we were—and still are—fighting an identity problem: We're labeled as a college for the wealthy. (The label is inaccurate because over 60 percent of our students receive some financial aid.)

We had turned to Terre Haute to meet financial needs, once in the 1920s and again in the early 1960s, but in one-time-only campaigns. This time, we were after long-term commitments.

The impetus for an approach to the Terre Haute business community came in September 1975. At that time, the Lilly Endowment presented SMWC with a three-year challenge grant to support career education for women. The grant provided an outright gift of $100,000 each year, with an additional $100,000 contributed for each year we raised $200,000 in matching funds. In all, this was a $600,000 challenge.

We based our initial approach on meeting the Lilly challenge. But we needed to convince Terre Haute of our continuing contributions to the community if we wanted long-term support. And we had to keep in mind that Terre Haute is the home of two other institutions, Indiana State University and Rose-Hulman Institute of Technology. They, too, need and deserve support.

Our efforts to build a relationship with the business community began on a one-to-one basis. We needed someone of proven community leadership to "introduce" us to other business leaders. We had such a person: a long-time friend of the college who is vice president of a local television station.

He invited five other prominent businesspeople to a luncheon at his home. In that informal atmosphere, I explained the college's problems, plans, and projections to glean their suggestions on how to set up a long-range support program. That luncheon was the first meeting of what would eventually become the Wabash Valley Board of Associates of SMWC.

A blitz of city firms followed, led by the steering committee formed at the luncheon. Committee members quickly identified top business leaders we needed to meet. Then each member invited four or five people to a luncheon at a convenient downtown restaurant. As our first meeting indicated, such small, personal sessions supplied a receptive atmosphere for our appeal.

By December 1975, we were able to announce pledges totalling $251,000 over a five-year period. They came from 38 firms.

Buoyed by this response, we continued during that year to widen our circle of Terre Haute friends. We en-

larged the steering committee from five to nine members and scheduled a second series of luncheons. By the end of the fiscal year, this effort resulted in nearly $62,000 in contributions from Terre Haute businesses. Almost all of them were first-year payments on multi-year pledges.

With the beginning of the 1976-77 school year, the campaign moved into a second stage. We had contacted most of the business leaders, and many had responded with pledges of support. Now we needed to ensure their continuing interest by shaping the steering committee into a permanent organization. We named it the Terre Haute Business Associates of SMWC.

We decided the associates should meet four times a year on campus. The meetings again took the form of luncheons, held in the board room of the college library. Each had featured a different aspect of SMWC, but probably the one with most impact was the first.

At the meeting, four students told the businesspeople about their education-related interests. One student was in ROTC; one a public relations intern at a local hospital; one a reporter for a radio station. The fourth, a Terre Haute resident and a business major, had attended SMWC, dropped out for a while, and then returned. And she wanted to tell why.

If people at that board table had wondered what Saint Mary-of-the-Woods was all about, those women answered their questions. They were articulate and enthusiastic.

At the first 1977-78 meeting, a name change took effect. Terre Haute Business Associates became the Wabash Valley Board of Associates. This was the first step toward increasing participation from surrounding counties. Another solicitation followed, with each board member again hosting a luncheon in town for four or five potential supporters. We then selected new members from that pool and increased board membership to 15.

We urge board members to bring guests to any of the on-campus luncheons, and send invitations to others who come to our attention. Members function much as the original steering committee did. They learn about the college, identify potential supporters, participate in solicitation efforts, and interpret the college to the community.

There have been several offshoots of the program. One was a successful series of PSAs on local television and radio stations. The series resulted from a January 1976 luncheon meeting with general managers of the three local TV stations and seven AM and FM radio stations. We asked for their cooperation and we left with a firm commitment from each station to broadcast one PSA each day for five years. Again, we asked for multi-year commitments.

Another offshoot is Service Club Day. Suggested at a meeting of the associates, the first Service Club Day drew 200 members of local service clubs to the campus in April for a luncheon and brief program. It featured a representative of each of our three major programs: the four-year residential degree program, the Women's External Degree program, and the English Language Institute.

Yet another associates' suggestion was a brochure to answer questions frequently asked by local business leaders.

The key to beginning a long-range community liaison program is finding the right person to lead the effort. He or she must be energetic, believe strongly in the purpose of your institution, and have the respect of business colleagues.

Good staff support is the next necessary element. The behind-the-scenes effort – from making luncheon reservations to mailing out pledge reminders and keeping a steady stream of support flowing to board members – must be dependable.

At SMWC, we started out from a crisis point – looking for dollars –, but we have concentrated on making long-term friends. The major responsibility of a member of the associates is to learn as much as he or she can about SMWC and then become an ambassador for the college in the community. Our associates have lived up to this responsibility beyond our expectations. cnla

A gift that keeps giving

Lehigh's Senior Class Project

BY JOHN T. FULTON
Assistant Director of Development, Lehigh University

How do you maintain a graduate's interest in your institution in those early years when he or she doesn't have much money to give? A senior class memorial gift program is one answer. This program at Lehigh has proved extremely successful, and you might want to try it.

Because of the program, about 60 percent of the senior class makes a pledge to Lehigh every year. Since maturity of the first gift in 1958, we have raised over $950,000. And we will realize an additional $2.6 million over the next 20 years from gifts of the classes of 1956 through 1975.

Here's how it works. We solicit a pledge for 20 years from each senior toward a sizable class gift. During each year after graduation, four reminders are sent to a participant so he or she won't forget the annual payment.

We pattern the program after a capital campaign. Senior volunteers do most of the organizing. We give guidance, but students set up the schedule, build the organization, and publicize and conduct the campaign. At meetings we remain in the background and suggest policy changes through the Alumni Class Memorial Committee.

BUILDING THE ORGANIZATION

We suggest that you conduct a fall campaign. Begin to organize during the previous spring. Hold a meeting of the old and new senior class officers, the previous year's campaign committee, your class memorial gift committee, and a representative of the development office. Speak to the new senior officers and stress the importance of the project to the college.

During the summer the class president should appoint a campaign chairperson and begin to build an organization for publicity, solicitation, and investment purposes.

At the start of the fall semester, form

a committee of interested seniors. With the guidance of the development office, have the students plan the campaign. Hold a few luncheon meetings to generate enthusiasm for the program. Invite about 20 outstanding seniors such as club representatives, school newspaper editors, and dormitory and fraternity officers. An alumnus should explain to them the responsibilities alumni have and the importance of the class gift program.

Later in the fall, have a prominent alumnus speak to the entire class. It need not be a special meeting. At Lehigh, for example, we use a placement office meeting during which seniors receive tips about good job interviewing techniques. Reserve a few minutes at the end of the meeting for a frank talk about the responsibilities of alumni.

Think of a slogan and begin your publicity. Meanwhile, look for occasions when the campus newspaper can cover news of the program.

As you prepare for the campaign "kickoff," involve as many seniors as possible because involvement means more interest and commitment. In our program we try to have a worker contact no more than five classmates. We've noticed that the program is most effective when volunteers speak to students they know from their living areas —dormitories, fraternity houses, or whatever. This is why we try to have at least one volunteer from each area.

Marvin Simmons/Lehigh University

The Campaign Begins

Our kickoff is a cocktail reception and dinner at a local hotel. By this time, enthusiasm for the program is at its peak. We invite all student volunteers. The dinner is like any other fund-raising event, with speeches by the president of the university and a prominent alumnus. The campaign chairperson distributes portfolios containing information leaflets and prospect pledge cards. Volunteers are assigned to prospects according to living area. At the end of the meeting, the chairperson suggests that volunteers make their own pledges.

This part of the campaign should last no more than three weeks. Maintain your momentum by holding weekly luncheon report meetings and by stepping up the publicity. Record all replies to keep track of the campaign's progress and coverage. At a later time (preferably late spring) a phonothon can be held to contact seniors who didn't pledge money during the fall campaign.

Meanwhile, the investment committee should be considering how to invest the class gift. Since our program began in 1938, we have changed a number of times the way we invest the money. Originally, each participant took out a 20-year endowment policy naming Lehigh as beneficiary. In 1960, we began to use mutual funds because of their higher yield rate. Lately, some investment committees have consulted an investment counseling firm.

Most alumni will never again identify as closely with the college as they did when they were students. As each class nears graduation, you have a great opportunity to begin educating its members about the needs of the school and the responsibilities they will soon have as alumni. As one alumnus tells our seniors, "It's just a beginning. Lehigh and alumni before you are counting on you to do more." CASE

Match those gifts!

BY KERRY P. MCCLANAHAN
Vice President, CASE

Every school, college, community college, or university that has an annual giving program should make active use of corporate matching gift programs. You are selling your institution short if you are not taking advantage of the $12 million that goes to education through matching gift programs. More than 600 companies contributed to that total in 1974, and the numbers are moving up.

Matching gifts are probably the easiest money you can raise. They take a minimum of staff time and record-keeping. And you don't even have to persuade the donor to give. All you have to do is request the gift.

But don't get me wrong. You can spend too much time on a matching gift program. If you are effective, about 22 percent of your donors will use matching gift programs; and, based on aggregate data, about 10 percent of your annual fund total will come in the form of matching gifts. Some schools will receive less, some considerably more. But the amount of money you spend on the program should not average more than 20 percent of the amount received from matching gifts.

If you have used the CASE matching gift leaflet, *Double Your Dollar*, you know how effective the matching gift program is in stimulating new gifts. If you haven't taken advantage of the opportunity, here are eleven tested and proven ideas you can put to use.

1. Include *Double Your Dollar* in at least one direct mail piece this year to alumni, parents, and friends. Remember, many companies will match gifts from retirees and spouses.

2. Enclose *Double Your Dollar* with your acknowledgment card or letter, pointing out the possibility of a match.

3. Encourage your trustees and major donors to take advantage of matching

gift programs. Many corporations will match gifts from directors and their spouses. And if a donor sits on several boards of directors, the gift may be matched more than once.

4. Organize annual giving by employer. Appoint a volunteer in each matching gift firm to call on colleagues and to coordinate the matching gifts.

5. Use *Double Your Dollar* to update your records. Enclose it with a reply card asking for information on employer and title for both husband and wife.

6. Use records on the number of gifts matched to spot potential corporate donors.

7. Program your records system to generate reminders to donors who might be eligible.

8. Send the 1976-77 edition of *Double Your Dollar* to local companies to encourage them to institute a matching gift program and present your institution with the "charter" gift.

9. Send *Double Your Dollar* to graduating seniors as part of a class giving program. Let them know that their future employers may be able to match part of long-term pledges.

10. Enclose *Double Your Dollar* with a mailing to parents of new students. Encourage them to take advantage of matching gift programs through your institution.

Once you've decided the right approach for your annual giving program, be sure to recognize those companies that match gifts to your institution. A letter at the end of the year is one way. Listing them in your honor roll or annual report is another. You ought to send a copy of your honor roll or report to the company's matching gift coordinator if you choose the latter way.

Finally, a word of caution: Do not count the matching gift in determining eligibility for a gift club. The gift is a corporate gift, no matter how it is generated. And, by counting the matching gift, you are setting alumni sights too low.

Matching gifts can work for you. But you have to work for them. It doesn't take a lot of resources to get them. All it takes is a little bit of imagination, creativity, and record-keeping. CASE

Challenging your donors

BY DAVID M. THOMPSON
Thompson and Pendel Associates

Is your annual giving sagging due to recession, inflation, or just plain donor complacency? If your annual giving *is* declining or at a plateau, perhaps now is the time to plan a challenge program for your next fund year.

Such a program involves orienting annual giving around a challenge gift. Usually, the challenge giver (or givers) offers to match all other gifts—dollar-for-dollar, double-the-dollar, or half-of-each-dollar contributed.

Often the program emphasizes new gifts. The challenge donor will match only *new* gifts or *increases*. In a few cases, donors challenge the campaign to reach a preset goal by offering a sizable dollar reward for success. Or challenge donors offer rewards for increases in *percentage* of participation. There have also been regional challenges, reunion challenges, and challenges between two rival organizations.

Here are examples that show the various ways that you can organize and direct a challenge gift program.

The University of Chicago. One of the most exciting challenge programs took place at Chicago. There, a husband-wife team pledged $1 million to match new or increased unrestricted alumni gifts during 1975. The challenge was publicly announced in mid-May, and by December 30, 1975, alumni had exceeded the $1 million goal by more than 50 percent. The challenge, including the challenge gift, generated $2,545,000 in unrestricted funds for the university.

Chicago pulled out all the stops to achieve this remarkable result. Volunteers in unprecedented numbers helped in letter-writing, phonathons, and personal contact. This involvement will pay dividends to the university for years to come.

Wofford College. A Wofford trustee agreed to make a matching contribution of $1,000 for each percentage point of increase in annual giving. Alumni participation jumped from 12 percent to an almost unbelievable 74.4 percent in one year.

Nebraska Wesleyan University. Each member of a "challenge club" (55 challengers in all) pledged $10 for every percentage point of increase over the previous record of 15 percent. This meant that the club members would contribute a total of $550 for each percentage point of increase. In one year, the percentage of participation jumped to 33 percent and the number of donors increased from 840 to 1,860.

Georgia Tech. An anonymous donor offered a $100,000 annual giving challenge gift to match dollar-for-dollar all new gifts and increases. This challenge brought in $138,000 in new money plus the $100,000 challenge gift itself. The next year, the same donor offered to match two-for-one any gift from a previous nondonor. Also, to encourage early giving, he agreed to add $10 to any gift made by a certain date. Again, a boost for Georgia Tech.

The Medical College of Pennsylvania. The college's first challenge program used the theme "A Lady's Challenge" because a woman on the college Board of Corporators offered to match dollar-for-dollar every new annual giving gift from $10 to $500. For previous donors, she matched increases of from $10 to $500 over the largest gift in the last 10 years. (It was, of course, necessary to tell donors what their largest gift in that period had been.) This program increased annual giving in that year by over $100,000, almost doubling the amount raised the year before.

A second challenge program followed

with the same guidelines plus an added incentive. Increases over gifts to the first challenge program were matched two-for-one.

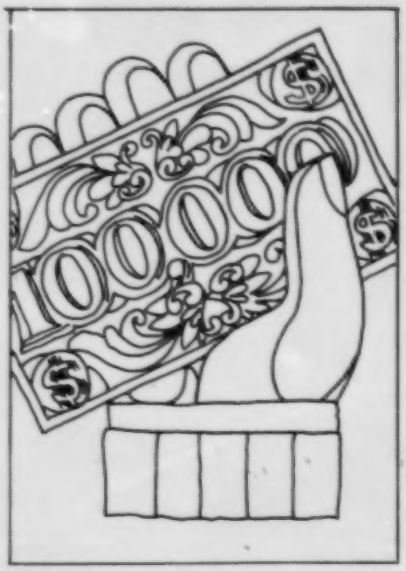
Rider College. Rider developed two consecutive challenge programs. A Trustee Challenge Fund had the goal of improving dollar take and participation. It matched every dollar increase by the previous year's donors and every gift of $10 or more by new donors on a one-to-one basis. Trustee Challenge II repeated the same offer to the previous year's donors, but upped the ante to a two-to-one match for all gifts of $10 or more from those who had not given the year before.

The University of Pennsylvania. Penn has conducted two challenge programs for annual giving. The first was called "Mr. Pennsylvania Challenges You." An anonymous challenger put up $175,000 to encourage increases in annual giving. The challenge gift itself plus the increases boosted annual giving over $600,000 in one year. Mr. Pennsylvania matched dollar-for-dollar the amount of increase in each donor's gift over his or her largest gift to annual giving in the past 12 years. This match was applied to increases of $5 to $500. (The challenge was open only to undergraduate school alumni.) One mailing piece developed for the campaign showed individual responses to the offer. This encouraged more donors to take advantage of the challenge.

The next year, five anonymous donors made a similar challenge offer—a $10 minimum increase in a gift qualified as a "match." This time graduate school alumni were also eligible. During the second challenge, alumni of the graduate school increased their giving but undergraduate school alumni did not take significant advantage of the new challenge.

"Million Dollar Match" was the name of the third challenge, in 1977-78. Ten benefactors offered to match any increase in the annual giving gift over the previous year. The program met its goal and earned a $1,000,000 matching gift for Pennsylvania.

University of Kentucky. Here again the university organized two successive challenge programs. In the first, a single donor put up a $100,000 pot. The second involved a group of challengers. Kentucky's Challenge II program did not involve matching individual gifts. Instead, the challengers, drawn from the university's Development Council, offered $50,000 when 9,000 or more alumni contributed to annual giving and an additional $50,000 when total alumni gifts reached $400,000. (The previous records had been 6,989 donors for $341,687.)



"Try matching this" read the words above this detail from a Georgia Tech poster announcing a $100,000 challenge grant.

Haverford College. In Haverford's first challenge program, a group of anonymous donors offered to match dollar-for-dollar increases of $5 or more over the previous high gift. The unique feature of this program was that the three challengers did not pool their funds. After the first challenger's offer was exhausted, the campaign went on to utilize the other offers.

The following year, Haverford used a well-known former president of the college as a theme for another challenge program, called "Uncle Billy Needs You." The match again was dollar-for-dollar for increases over the previous year's gift, plus a special participation challenge for alumni. This challenge had a top bonus of $10,000 for increasing alumni participation by four percentage points. The bonus for the first percentage point increase was $1,000; the second, $2,000; the third, $4,000; and the top bonus for the four percentage point increase, $10,000.

As a third consecutive challenge, Haverford developed "The Important Extra" campaign. No challenge pot existed, but alumni were encouraged to increase their gifts. They were given the opportunity to designate the increases for different programs: athletics, library, scholarships, faculty development, campus beautification, and the presidential discretionary fund. (This meant that at least as much as last year's gift remained unrestricted.)

The class challenge. Many colleges, unable to locate an individual or small group willing to challenge all annual fund donors, have developed class challenges. The concept is the same, except that the challenger plays for lower stakes.

At one college, an alumnus put up $2,000 to match all increases and all new contributions from class members. Increases and new gifts totaled $2,400. The challenger than decided to match the total amount. Thus, from one class the college received $4,800 in new annual fund money.

The class challenge requires more work by the staff. It has to manage five, 10, or more separate challenge campaigns. But remember: Offering a small incentive to increase support from some people is better than never offering any incentive.

Reunion class challenges. An increasing number of schools, colleges, and universities are starting challenge programs for reunion classes. Some limit the effort to the twenty-fifth and fiftieth reunion classes. Others try for five-year reunion. In addition to cash gifts, some use planned/deferred gifts as part or all of the strategy.

Although some fund raisers feel that challenge programs inflate annual giving unnaturally, studies disprove this theory. In most cases, a major part of the increase continues. The challenge program raises donors' sights, and, after the challenge, most continue at a higher giving level than before. CASE

In-plant solicitation increases annual giving

BY DOUGLAS W. ALLINGER
Executive Assistant to the Vice President for University Development
(Former Director of Alumni Annual Funds)
Case Western Reserve University

Four years ago the alumni annual fund staff of Case Western Reserve University designed a program to increase giving to the university's School of Management. The system of peer solicitation that we implemented has proven highly effective. In four years, giving to this alumni fund has increased from $8,010 to $25,400. The average gift, including matching gifts, has gone from $24 to $50. Participation has increased over 50 percent.

The School of Management Alumni Annual Fund, begun as a separate fund in 1967, was the least productive of 13 integrated annual CWRU funds. Many students had commuted in the evenings to get their degrees. Many of these 2,000 alumni lacked the loyalty and identity of graduates who had spent four years on campus.

To increase giving to this fund, we had to increase substantially the volume of personal solicitation. During fiscal 1973 we put into effect a program to use a company captain to solicit his or her fellow graduates, secure matching gifts where appropriate, and communicate news about the university. It was a traditional idea applied to an alumni annual fund.

The staff identified and monitored three test groups so that we could evaluate the new system. We picked the alumni in all three groups at random. Each group included both donors and non-donors.

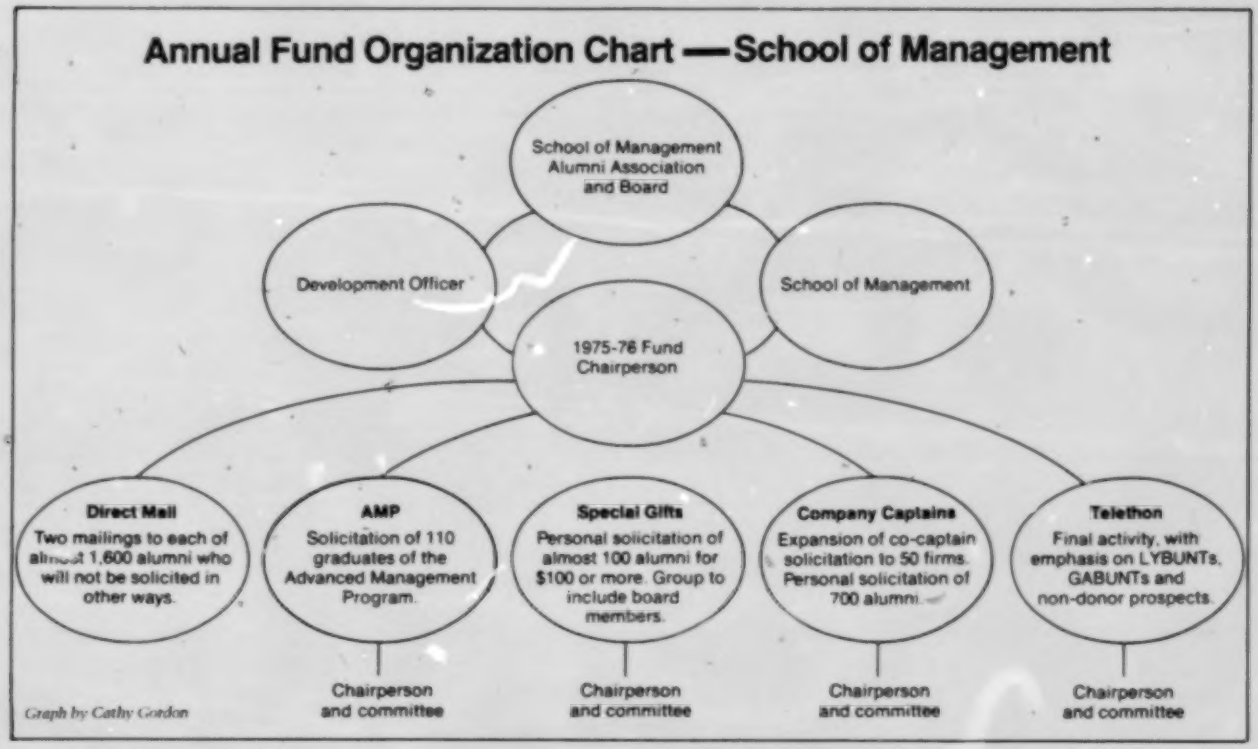
Group one included 12 alumni employed within a matching gift company. In 1972, before in-plant solicitation, only one of these 12 alumni donated. He made a $25 gift. The next year, eight gave $475, including matching gifts. In 1974, seven gave $827, including some double gifts by the company that year.

For group two, the staff randomly selected alumni employed in a company that did not have a matching gift program. In the base year of 1972, four of these alumni gave $165. The next year, with in-plant solicitation, seven alumni gave $350. In 1974, seven donated $350.

A third randomly selected group of 12 alumni served as a control group. These alumni received only the standard direct mail appeal and phonathon solicitation. In the first year, two of the sample contributed $20. The following year, four gave $40, and again in 1974 four gave $40. Contrast that $40 with $350 in group two and $827 in group one, and you'll see why we're glad.

In 1974 and 1975, the staff expanded this organizing strategy to other university alumni constituencies, with similar results. This year, company captains will be working in more than 60 companies, 40 law firms, and many other organizations in the greater Cleveland area. Results have at least doubled or tripled wherever CWRU has thoroughly executed this strategy.

Our findings suggest that most urban colleges and universities can achieve some or all of the following results with in-plant personal solicitation. Well es-


Annual Fund Organization Chart — School of Management
School of Management Alumni Association and Board
Development Officer
School of Management
1975-76 Fund Chairperson
Direct Mail
Two mailings to each of almost 1,600 alumni who will not be solicited in other ways.
AMP
Solicitation of 110 graduates of the Advanced Management Program.
Special Gifts
Personal solicitation of almost 100 alumni for $100 or more. Group to include board members.
Company Captains
Expansion of co-captain solicitation to 50 firms. Personal solicitation of 700 alumni.
Telethon
Final activity, with emphasis on LYBUNTs, GABUNTs and non-donor prospects.
Chairperson and committee
Chairperson and committee
Chairperson and committee
Chairperson and committee
Graph by Cathy Gordon

tablished business and law schools in major cities could do much better.

1. You will get increased participation, a higher average gift, and a significantly greater annual giving total.

2. You will receive a dramatic increase in matching gifts. (In the first year, matching gifts from CWRU School of Management alumni went up from $73 to $3,500.) Your institution's visibility within companies involved will also improve.

3. Once your program is established, it will be relatively easy to recruit volunteers. Many will be willing to serve again. Others will recruit their successors.

4. Setting up the program will take considerable staff time. The amount depends on the scale of your program and your alumni employment records. In future years, however, the amount of staff support will be much less than for an equal volume of other types of personal solicitation.

5. It is relatively easy for the company captains to reach local prospects. As a result, one person can solicit up to 10 or 12 other alumni. If you have more than 10 or 12 alumni in one firm, suggest that the captain enlist one solicitor for each additional 10 prospects.

6. You will find that peer solicitation pays unexpected dividends. For example, one CWRU in-plant solicitor tripled his own giving and was then instrumental in obtaining a $605,000 corporate gift for a university capital project. Many in-plant solicitors have progressed to volunteer solicitor or leadership roles in other university programs.

As you begin your program, remember that it doesn't take the place of other annual giving techniques. It merely supplements them. To get your program underway, follow these steps:

1. Index your alumni or a selected group of them by place of employment. You might want to begin with alumni from one professional school.

2. Pick out companies at which you have six or more alumni. Carefully check against the CASE matching gift list to see which companies match gifts.

3. Enlist an overall chairperson for your in-firm solicitation program. With the chairperson and other top volunteers, select, personally recruit, and solicit company captains. Begin with matching gift companies. Try to recruit captains who are influential in their firms and who are already donors to your institution.

4. As each company captain accepts, invite him or her to the kick-off. Send a list of the company captain's responsibilities and a list of alumni whom your records indicate work at his or her company. The company captain's first responsibility is to update and return the latter list. This will improve your records and often will increase the number of prospects in that company.

Please note that many matching gift companies will supply you with a list of your alumni whom they employ. Arthur Andersen and Co., for example, has an international, company-wide program in which it designates one of its employees as coordinator of all gifts from fellow alumni within the company to their common alma mater. That company's liaison person to CWRU now generates over $3,000 annually in employee and matching gifts, compared with a few hundred dollars in 1971.

5. Prepare volunteer kits, including pledge cards, revised prospect lists, campaign calendars, and other materials. Distribute them at the kick-off.

6. Hold the kick-off, followed by one or two report meetings. An encouraging, informative newsletter is a good idea, particularly the first year. Of course you should follow traditional procedures in acknowledging gifts and in giving company captains any staff support they need.

7. At the end of the campaign, issue a final report, thank volunteers, and start planning for the next year. You will want to review the result of each company captain's efforts carefully before asking him or her to serve again.

CASE

Make volunteers a vital part of your campaign

BY DAWN KEPETS HULL
Publications Assistant, CASE CURRENTS

When using volunteers in your annual fund, you are asking them to do more than make personal contacts or telephone calls. According to Cernette Clardy, Jr., vice president for institutional advancement at Millsaps College, you are asking them to share with you the ambitions of an institution and to be part of its present and of its future.

Volunteers need to feel comfortable talking with prospects about "our" academic programs, "our" long-range priorities, and "our" future. This relasionship integrates the volunteer with the institution and helps produce a successful annual fund.

Clardy suggests that you discuss organization, implementation, and follow-up of the program at a planning session with others on your staff—away from the office. If you are a one-person shop, write down your ambitions, problems, strengths, timetable, prospective leaders, and all the other data that may affect the campaign. Talk these over with a faculty friend or alumnus/a.

It is a mistake to try to meet all the needs of your annual campaign with personal calls. Identify those areas of your campaign that merit the personal approach. Organize your program around donor levels and geographical clusters. "This will eliminate the tendency for you to do all things for all people," Clardy says.

Begin organizing by taking the names you have discussed and assigning those people responsibilities. You need a general chairperson and people to head each level of your gift club support ($100 club, $1,000 club, or any others), and to identify correctly the people who should be solicited in person. Then, go over your plans with the chairperson, discussing the program rather than in-

structing him or her, Clardy suggests. Ask for recommendations and make the volunteer feel he or she has a critical role in the program.

With the advice of your personal solicitation and national annual fund chairpersons, review the names of leaders that you have identified. Be sure that your top leadership feels comfortable with other volunteers.

After your volunteers have been organized, you will be ready to put the program into effect. Your volunteers need sufficient information to ask each donor for a specific amount, not just "a gift." "Your volunteers will feel more confident asking for a specific amount and giving reasons for the request," notes Clardy.

Give your volunteers a time limit. Unlike the total annual fund, your personal solicitation cannot be allowed the luxury of a year-long timetable. Clardy emphasizes that you must "Get in, accomplish your mission, and get out." Your volunteers will appreciate your understanding that their time is valuable.

Of course, you must have an organized follow-up procedure to reach prospects who were not contacted during the designated time. Clardy recommends that you select a follow-up committee and make it feel like an important part of your effort.

Media coverage of your efforts and those of volunteers will enhance your campaign. Clardy stresses the importance of focusing attention on your institution before the actual solicitation.

In planning training sessions, be brief. Two sessions should suffice. If your advance work is done correctly, you won't need elaborate brochures. Expensive promotional materials and dinner parties may incorrectly impress volunteers asked to raise money for you. Keep your meetings businesslike, and save the "party" atmosphere for celebration.

Never let your volunteers feel you are the leader; always remember *they* are. Don't use your volunteers, says Clardy, "Let them use you." Treat them with respect, and remember the importance of "thanks." cnse

Busy people canvass best

BY LEE KLINE
Director of College Relations
Elmira College

There is a saying: "When you need a job done, ask someone who is busy."

Each year at Elmira College, we ask 60 of the busiest people we know to canvass local businesses on our behalf.

Community business people have donated more than $2.7 million to the college over the past 29 years as a direct result of this group's efforts. The amount sounds even larger when you consider that we are an independent college in a relatively rural area.

To date this year, we are 50 percent ahead of last year's efforts in terms of actual cash in hand. We believe that solid organization and the right campaigners are unbeatable.

We have a collective name for these community friends of ours—the College Council. A profile of individual members throughout the years would sound the same: business leader, community booster, volunteer, respected, between 40 and 65 years old, and generally *not* an alumnus/a of the college.

College Council members work in United Fund, their churches, and civic organizations. They don't need an Elmira College fund-raising drive to keep them busy.

While we college people may not think of our institutions as status symbols, people in our communities do. To be involved with a college in one's own community is a source of civic pride. In Elmira, membership on the College Council is one measure of success.

Recruiting

We recruit College Council members in a number of ways:

1. Current council members propose candidates on the basis of their past work for the college. A prospect may have helped on a previous year's campaign teams, been a member of the athletic boosters club, or shown an interest in some other way.

2. Prospective members receive an invitation for lunch with Elmira's president. Such an invitation is almost irresistible.

At the luncheon, the president explains the college's current and future projects to the guests and asks them to serve on the council. He makes it quite clear that its major responsibility is the annual fund-raising effort. Presented in such a forthright manner, the invitation is almost always accepted.

3. Members are never "retired" from the council, but some do become inactive. We try to retain the same number of active members each year. This means that our roster grows, even though our number of active workers does not.

The campaign

The College Council annual campaign runs from late autumn to late winter, three to four months in the middle of the school year. The role played by our campaigners—that of gift-getter—is actually the final stage of the solicitation.

Let's take a look at the organization that precedes the campaign.

1. In the spring, following the wrap-up of the previous year's efforts, council officers meet with division captains to discuss and evaluate the campaign.

They select team captains for the next year. For years, these volunteer leaders have worked together and attended the same social gatherings. They know their friends and colleagues better than we could hope to. They are frank in their evaluation of individuals' performances.

2. The group makes a list of campaigners, composed of College Council members as well as non-council people. By the end of the meeting, these leaders have selected seven teams, complete, with captains and campaigners.

3. Within a day or two, the president of the council enlists captains. He outlines the campaign timetable, goals, and names of the team members.

4. Captains recruit team members.

5. From the late spring through summer, the development office staff evaluates gift prospect cards and assigns them to teams. During this process the staff adds new prospects. It drops cards showing no activity for three years (to be added again just as soon as we embark on another major campaign).

6. In the fall, all campaigners are invited to a kick-off meeting at the president's home. Again, by offering the president as the main attraction, we assure a high percentage of attendance. (We schedule the meeting for late afternoon.) At this meeting, leaders explain the campaign and distribute prospect cards to the workers.

What a simple phrase: "Distribute the cards!" Before the kick-off meeting, our staff updates information on the cards. It includes company name, address, name of the chief operating officer, his or her home address, and both business and home phone numbers. Past giving information is not on the prospect card, but team captains receive gift information on all of the prospects in their divisions. The team captain may share the giving information as he or she sees fit.

The kick-off meeting begins as soon as everyone has had refreshments and an opportunity to chat. The president talks about the current status of college projects and plans for the near future. Then our office staff makes a detailed presentation of all campaign material. This is vitally important.

To slide over campaign material with, "Look this stuff over before you make your calls" is unfair to both the college and the campaigners. We go over each item in detail.

Let's take a closer look at the campaign materials:

1. *The IMPACT flyer.* This one-page sheet describes the college's economic and cultural impact on the community. It is based on scholarly work by the people in our business administration program and a group of hard-working students. We stress that we are one of the area's largest employers and that we haven't run a deficit budget since 1954.

2. *The College Council Newsletter.* New this year, it supplies information about personnel changes within the college as well as news, important dates, and financial information regarding income and expenditure. It is printed on an 8½ x 14 sheet in one color of ink. We keep it short to assure that it is read.

3. *Some Scholarship Stories from Elmira.* Many of our local people think of our students as outsiders, people from other towns and states. *Scholarship Stories* provide details about local students who need financial assistance. We only include stories of local students because our area business people respond best to them. Naturally, we use pseudonyms and drop any details we feel may identify the student. When distributing this brochure at the meeting, we let our people read each item in detail. Then our financial aid director tells one more story not on the list.

4. *Letter to the home office.* We have prepared a letter for local managers who tell us that they cannot make a decision about a gift without "clearing it with the main office." After the local manager agrees to write to the home office, we do a follow-up ourselves, sending a carbon to the local manager.

A FEW THINGS TO REMEMBER

1. Report often. Tell your campaigners, your president, your staff, and anyone else who will listen just what is happening with the gifts coming in from local businesses.

2. Unlike large corporate gifts, community donations will be affected by small crises such as a death in the family, an extremely hard month, or bad weather. Make it your business to know all you can about your prospects and pass the information along to your campaigners.

3. Cultivate previous givers who have fallen away in recent years. Use your president. An invitation for lunch is flattering and will generally open the door for renewed friendship.

4. Be completely honest with your campaigners at the kick-off meeting. If you anticipate problem questions, level with your workers and prepare them for what they may encounter.

5. Remember this: People in a community are proud of their college or university. You can use this fact to your advantage as you organize your own version of a community fund-raising effort. **CASE**

Met my mate

If yours is a coed college, here's a way to get one gift, two donors—and to increase interest in your alumni program, too.

While I was serving as director of annual giving at Alma College, we were preparing our class chairperson mailing and retyping envelopes of husbands and wives who were both alumni but in different classes. We wanted each to get the letter from his or her assigned class chairperson. We tossed envelopes addressed to alumni couples in a wastebasket.

During the "seven-to-midnight second shift," I noticed those envelopes. We were throwing away more than 300.

I thought that we ought to use those envelopes (the old stretch-the-buck syndrome) because they represented 600 potential donors, or about 10 percent of our alumni total. Then I realized that these people had met their mates at Alma—and that, when a couple gave, we picked up two donors.

And so the "Met My Mate at Alma College Club" was born.

We designed a special mailing using the envelopes we almost threw away, and we stressed the theme, "One Gift, Two Donors." If the husband and wife were in separate classes, we indicated that one-half of the gift would be credited to each class.

The first year, with only one late mailing, we received gifts from 147 alumni couples. About one-third were new donors, and many indicated that they thought the club was a great idea.

The second year we arranged for an alumni couple to send out the letter over their signatures. They mentioned all the places that courting couples went around Alma, and threw in a lot of "remember whens." We also printed "Met My Mate at Alma College" membership cards and enclosed two with each letter. Couples from the same

class were included in the second year's effort. This increased our mailing list from 300 to over 400 couples, or 800 potential donors.

That year's results were fantastic. Over 200 couples contributed, many proudly showed their membership cards to other alumni, and the number of couples back for homecoming showed a marked increase.

When I moved to Alderson-Broaddus College, I found that we had 542 alumni couples. That meant 1,084 of our total 4,200 alumni, about 25 percent, were "Met My Mate at A-B" prospects. We went to work to put together a program for this group.

The first year, also the first year for the Alderson-Broaddus annual fund, we sent two mailings to this group with the theme "One Gift, Two Donors." Both letters were written by alumni couples and mentioned the "remember whens." And 114 couples made gifts.

The second year the idea began to catch on, and 191 couples contributed.

In addition, we started to receive mail from alumni couples with news for our *Alumni Notes*, almost twice as many alumni couples came back to homecoming, couple attendance at alumni chapter meetings increased, and couples began to work with our admissions office to recruit students for A-B.

Of course we've hit unhappy marriages and divorces. But, by correcting addresses of divorced couples, we were able to mail to each individual and avoid irritating alumni formerly misaddressed as "Mr. and Mrs."

In the third year, giving levels and participation by couples increased faster than for other alumni groups. And they attended on- and off-campus functions in record numbers.

At homecoming, the president invited all "Met My Mate" members who had attended Alderson-Broaddus during his 25 years in office to his home for a picnic. Over 150 alumni and children attended; many hadn't been on campus for three or four years. The president awarded prizes to those who had traveled the farthest, had been married the longest, were the most recently married, had the most kids, and had the youngest child. All had a great time.

Over 85 percent of those who attended the picnic contributed to the annual fund. Half were first-timers.

There are other possibilities. We've considered inviting older alumni couples to the president's home for a homecoming picnic. These people should be good estate planning prospects.

A "Met My Mate" program is a natural way to increase involvement. Smaller colleges may find it easier to identify the group, but, with computer records systems, universities should also be able to pick out alumni couples. If you try this approach, I predict that you'll soon be wed to it.—DENNIS F. VEST, *Executive Director for University Development, Central Michigan University. (Former Director of Development Alderson-Broaddus.)* CASE

Involved people increase annual giving efforts

BY LEONARD A. MEYER

by Jim Butcher, reprinted with permission from the Johns Hopkins Magazine

The success of an annual giving campaign depends on the *involvement* of an institution's constituencies, not just pride and good will on their part. People best understand an institution and its needs if they are involved in it in some way. William and Mary has found a way to involve not just alumni but also students, parents of students, and area residents unconnected with the college. It enlists them as volunteers in the annual campaign.

The campaign is divided into six separate appeals: the William and Mary Fund (directed at undergraduate and graduate alumni); the Law Fund (law alumni); the Parents Fund (parents and grandparents of current and former students); Friends (non-alumni, corporations, and foundations); Senior Class; and finally, Third-Year Law Students. In these last two appeals, W&M encourages students to make a three-to-five-year pledge at the time of graduation.

The number one volunteer is the president of the college. With his commitment, W&M finds it easier to enlist volunteers from all sectors for each of its annual appeals.

Once plans for the campaigns solidify, staff members begin enlisting the volunteers with specific jobs in mind. The William and Mary Fund alone involves over 1,300 annually. Its organizational structure calls for a national chairperson, 22 regional chairpersons, 49 state chairpersons, 61 class chairpersons, plus an army of fund agents.

Each volunteer has from five to seven prospects to contact personally in behalf of the college. As a result, the college reaches out to some 8,000 to 12,000 alumni.

In recruiting key volunteers, W&M looks for top administrative and faculty officials within the college. Outside, it seeks alumni as well as community, business, professional, and civic leaders. The balance of recruiting comes from all "family" sources as well as non-family donors, house accounts, and community friends. During 1975-76, over 92 percent of volunteers made a gift to the college.

Other appeals are similarly volunteer oriented. One group the college is pleased with is student volunteers. Each year the Parents Fund phonathon is staffed exclusively by students.

W&M sets aside four evenings to contact parents and enlists approximately 25 sons and daughters each night to solicit pledges. The phonathon is the culmination of the fund drive, and donors pledge approximately $20,000—or $5,000 per night. Students are most willing to participate, and, by involving them early, W&M expects some will continue to serve the college in a similar capacity—such as fund agents—once they have graduated.

In working with volunteers, the development staff follows a few simple guidelines.

1. *Clarify the volunteer's role and responsibility.* You can do this by providing a detailed explanation of the campaign structure, its chain of command, and so on. This is important so that volunteers have a clear idea of what they can and can't do.

2. *Cultivate volunteers.* Assign volunteers to specific committees or jobs and explain in detail each task or duty. Communicate with them through weekly letters of progress and invitations to meetings. Also, reassure your volunteers that they have made a wise decision and personally thank each one in writing.

3. *Consider a volunteer's time.* Be punctual and plan comprehensive but brief meetings, no longer than an hour. You should always prepare a formal agenda and allow time for informal words and a question and answer session at the end.

4. *Know your volunteers and their interests.* You can accomplish this by securing and maintaining biographical data, including past giving records. This should enable you to develop rapport

and assign future roles to these volunteers.

5. *Schedule post-campaign volunteer activities.* Hold a victory dinner or an event to recognize their efforts. Incorporate outstanding volunteers into positions within the institution—the board of trustees, the development council, or some other capacity.

6. *Use volunteers later.* These people serve as a proven "core" for future leadership of a capital campaign. Keep them interested and involved through progress reports, personal notes, and so on. Remember, always invite volunteers to important college programs and treat them with respect.

You benefit two ways when you enlist volunteers for your annual appeals. First, you involve a cross-section of your constituents personally and, therefore, promote the understanding of your institution. Second, you multiply your annual giving efforts many times over. If you enlist volunteers and follow the guidelines I've suggested, you should have many happy returns.

Leonard Meyer, formerly director of annual giving at the College of William and Mary, recently became vice president for development and college relations at Eckerd College. CASE

Reunion giving

Exeter's first annual campaign, the Christmas Fund of 1922, epitomized the low-key approach—one letter, no class agents, no personal appeals, and, heaven forbid, no follow-up. But since that time, we've learned a lot.

Even if your annual fund is only five years old, you can try something new, revamp an old program, or adapt a successful plan from another school. Our reunion giving program might be just the idea you're looking for.

Ours began a few years ago when a class, about to celebrate its 25th reunion, decided to try to raise $25,000 for the school as a special gift. Until then, no program existed at Exeter to encourage and support such anniversary gifts.

The figures prove that a reunion gifts program pays off. In 1972-73, there was no such program: 10 classes holding reunions that year raised $49,000 on their own. The next year, we organized campaigns from just three reunion classes and raised $87,000. In 1974-75, reunion giving had become an established practice: 10 classes raised $178,000 that year and nine classes contributed $188,000 the following year.

A program that produces one-third of the total raised in alumni annual gifts is a successful program. Here's how it works for us.

Basic to our successful reunion giving program are organization, information, promotion, and personnel. Naturally, the entire program depends upon committed alumni who are willing to support their institution.

The organization may begin several years before a major reunion (such as the 25th), but we've found that beginning the work in the summer before the spring reunion provides ample time. Class officers and a few classmates meet at a convenient location to discuss reunion plans. Then they review the class giving and biographical records of each of their classmates, and suggest a gift range for each.

They should look for potential—not just previous giving habits. For example, several of our large reunion gifts have come from those who previously had made modest gifts.

The reunion giving organization is similar to that of a capital campaign. A gifts committee includes a member for each of the campaign divisions, such as special, major, or leadership gifts. Establish a class goal, a scale of giving needed to reach it, and a schedule.

Provide your volunteers with accurate and complete information on their classmates. Our volunteers receive double cards including giving habits, business addresses, and telephone numbers for prospects. The area chairperson retains one of the cards and sends the other to the worker who will make the call. Regular reports, mailed to all reunion workers, report on their efforts and on the efforts of other classes.

Each class promotes its own gift. Solicitations begin in the autumn and continue through June, thus providing two tax years of deductibility to donors. School publications give attention to reunion-giving success stories.

Perhaps the most critical ingredient of a reunion gifts campaign is its leader. The top person can make or break your efforts. For example, a class agent who has not been aggressive and successful in the past cannot be expected to raise much money in a reunion year campaign. You would be wise to find another member of the committee to lead the campaign.

Your volunteers will spend their time on behalf of the school, but remember that the program is your baby—you must provide the guidance that will lead to success. —NORMAN L. HESS, *Associate Director of Development. The Phillips Exeter Academy.*

Gift clubs

Of the many useful concepts and techniques for raising funds, none is so potent as the gift club for generating unrestricted contributions. Donors respond, on a contributing basis, to this approach with new and increased gifts more than to any other technique (with the possible exception of the challenge gift). Remember: Implicit in the gift club concept is the notion of special recognition.

The response to the gift club or "associate" program, as we have named it at Muskingum College, has convinced us of the concept's merit. Not only have we found new donors, but many in the "associate" program have increased the level of their giving from $100 to $500, and from $500 to $1,000.

To have a successful gift club program you should do the following:

1. Establish a series of gift levels appropriate to the support constituency. These should be adjusted as the support pattern changes; we have added a new level this year.

2. Enlist a volunteer chairperson for each level. Leadership by example is important.

3. Research to identify prospects. Where gift records and donor data are computerized, this process is somewhat easier, but long hours of examination and categorizing of the donor list are inevitable.

4. Personally invite people to participate in the gift club. As in any fund-raising effort, the degree of success diminishes as you move from the eyeball-to-eyeball approach, to the telephone, to the personal letter. At times, of course, you need all three approaches.

5. Report the program's progress.

6. Provide incentives for those who participate. The most effective and efficient recognition is publication of donors' names in the annual report. Invitations to special events, personal thank-you's, and mementos are appropriate in some cases. But watch out for excess. Good judgment must prevail.

Last year our President's Associates ($1,000 or more) increased from 55 to 104. They accounted for 80 percent of unrestricted gift income to the college. And the total "associate" program accounted for 89 percent of our gift income. —PAUL MORRIS, *Executive Director of Development, Muskingum College.*

From Muskingum's brochure

Happy 75th!

Sweet Briar College alumnae know how to celebrate an anniversary. In honor of the college's 75th year, they presented it with a broken record—in alumnae giving—and a chance at breaking the national record as well. And as a recipient of five U. S. Steel Alumni Giving Incentive Awards (1960-63 and 1966), including one for first in its class, Sweet Briar had quite a sturdy record.

A remarkable 73 percent of all graduates contributed, bringing the total alumnae participation up to 64 percent. That's a marked increase over the previous year, when 35 percent of all alumnae participated. What this means for the college is that 5,230 donors (an increase of 2,255) gave a total of $1,163,000, or $596,000 more than last year.

Sweet Briar began the campaign with general mail solicitation, pleas in the alumnae magazine, and LYBUNT (Last Year But Not This) letters. But this year, emphasizing the anniversary, the college urged alumnae and students to actively participate in the drive. Class agents mailed out regional solicitations.

As a special event, pre-trained students ran the first phonathon in the college's history. Along with recording the specifics of each pledge, students took careful notes on alumnae sentiment toward the college. Alumnae who pledged gifts received those all-important follow-up letters and mailgrams.

All that drive paid off. Individual class participation hit an all-time high. Thirty-six classes recorded over 75 percent as contributors, while one class participated a full 100 percent. Even recent graduating classes mustered up 40 percent of their members as donors.
—JOCELYN BARTKEVICIUS, *Editorial Assistant,* CASE CURRENTS

Parents bridge the gap

Phillips (Andover) Academy, America's oldest incorporated boarding school, enrolls 1,114 students, one-third of whom receive some financial aid to offset the $4,200 annual tuition. Income from such relatively high tuition falls far short of meeting the $7,600 annual cost-per-student, according to Richard Sheahan, director of the parent programs and parent fund raising at Andover. Alumni support and endowment, while generous, do not provide enough income to bridge the gap, he says.

Sheahan's solution to the problem—a multi-faceted parents relations program—received the Grand Award for that category in the 1976 CASE Bicentennial Recognition Program.

The Andover parents program seeks to keep parents informed and to share with them their children's secondary school experiences. The objectives: to instill affection for the school, and to create a climate for charitable gifts, especially to the annual fund.

On-campus activities for parents—including an orientation session, entertainment, Parents' Day, and commencement exercises—help cement personal ties to the school, he adds. Many parents share their vocations and experiences with the school community in seminars and assembly talks. The school draws on them for counsel in other informal ways.

Sheahan relies on regular communications to inform and to let parents share the responsibility of reinforcing school policies and educational objectives. At the beginning of each school year, for example, parents receive the latest catalog and an information booklet answering questions about the school. A "Parents' NewsLetter" arrives by mail each quarter, as do the alumni magazine and a calendar of public events.

Student resident hall counselors correspond regularly with parents about academic progress; this, he points out, is the heart of the school-parent relationship.

The final objective of the program is to convince parents of current and past students that Andover deserves the highest priority for their charitable gifts, now and in the future. To do this, Sheahan screens and rates the giving ability of all parents on the Andover mailing list.

Biographical information, obtained

from registration materials, helps the fund-raising staff rate the parents. The ratings range from the top group—those considered capable of an annual gift of near $5,000—to the group including parents of students on full scholarships.

A rating code goes onto the parent's computer records and allows sorting of mailing labels by rating category. After tailoring annual fund appeal letters to the giving capability of each of over 2,000 families, Sheahan sends different appeal letters to each group. The letter requests a specific amount for each of the gift categories. A one-time, low-key annual fund information letter goes to the parents of full scholarship students.

Through a senior parents' committee, made up of husband-and-wife teams, Sheahan organizes parents of seniors to solicit a major gift for the school "in appreciation for the experience gained by their children." A similar general Andover Parents' Committee solicits, by direct mail, contributions from each of the other classes. Sheahan contacts past parents by mail, after dropping from the list all five-year non-donors.

He reports heartening response to Andover's financial appeals. None of the prospects in the top category complained, he said, about being asked for a specific amount—though few actually contributed that amount.

"Asking for a specific amount appears to have raised the sights of our parents' individual gifts, however slightly," he said.

And, in the past two years, parents' giving increases prove the worth of the Andover fund-raising efforts. Total gifts raised by the Andover Parents Committee and by Senior Parents went from $94,000 in 1973-74 to nearly $130,000 the next year, and to $193,118 in 1975-76. During the latest annual fund drive, nearly 50 percent of the parents of Andover seniors contributed and 32 percent of those solicited by the general Andover Parents Committee sent gifts.

In the future, Sheahan plans less entertainment and more involvement. By identifying parent leadership early in a child's Andover career, he says, the school eventually will enjoy more volunteer support. And that, he believes, will mean additional financial support.

—Nancy Harper, *Assistant Editor,* CASE CURRENTS

Putting it together through a foundation

BY BRUCE D. NEWMAN
Director of Annual Giving
Rutgers University Foundation

We're still a little astounded at our success. In two years, we've increased annual giving to Rutgers by 71 percent and participation by 126 percent. And the quality and productivity of our volunteers have topped anything in our university's 210-year history.

We first pulled together annual giving under Rutgers University Foundation in 1974-75. This coordinated approach enabled us to plan and to organize better. We changed the annual fund kick-off from January to November to offer donors a choice of two tax years for their gifts. We also segmented our potential donors by class, school, region, special interest, giving potential, and other factors, and tailored our approach to each group. It worked.

When we started planning for our 1974-75 annual campaign, we tried to assess our strengths and weaknesses. We developed short- and long-range objectives, outlined a plan, and drew up a volunteer organization chart.

The next step was to enlist volunteer leaders. Fortunately, the 1973-74 chairperson agreed to serve again. Besides being a good leader, he lent continuity to the first campaign under the foundation. With his help, we enlisted other top volunteers.

We met with each leader to discuss his or her particular area of responsibility and how he or she fit into the overall program. We proposed a detailed plan of action, but we were flexible enough to adjust it based on the volunteers' suggestions.

Soon leaders were clear about their responsibilities and felt that they had helped develop the final plan, which included a detailed outline of timing, cost, staff availability, and volunteer participation. Then both campaign leaders and staff people pitched in to line up hundreds of additional volunteers—no easy task.

We mounted a campaign using direct mail, telephone, and eyeball-to-eyeball solicitation. I will concentrate on how we used these three techniques in the alumni phase.

Direct Mail

Because this was the first full annual fund under the foundation, we needed to announce this concept in our direct mail. Our fund letters explained the new foundation and its purpose—consolidating the existing fragmented fund structure into an organized, concentrated effort with more resources. In addition, we used our alumni magazine, university newsletter, and local newspaper to publicize the foundation's goals and functions.

Each of Rutgers' 15 alumni associations has a dues program. We explained that gifts to the foundation were different from dues paid for alumni association services and activities. Gifts were tax deductible; dues were not. Despite our explanations, some confusion was inevitable. We tried to clear this up through personal letters to alumni who raised questions.

We sent two sample letters to our volunteer class, school, and regional agents for their approval and signatures. We also sent the fund schedule to emphasize deadlines.

We customized the sample letters by inserting a paragraph adapting each one to the particular school, class, or region. We encouraged willing agents to write their own letters.

We further segmented our mailing list into donors and non-donors. Agents asked previous-year donors to increase their support. They asked non-donors to give $15 or whatever they could afford to show their support of Rutgers.

We used special reply envelopes for

alumni of each of Rutgers' three major campuses. This helped assure alumni that their gifts were going to the campus they attended. Our direct mail campaign also stressed corporate matching gifts.

Phonathon

The 1974-75 phonathon raised over $87,000 in pledges from 3,872 alumni. In 1975-76, phonathon callers secured $153,399 in pledges from 5,978 alumni. In addition, each phonathon resulted in hundreds of address corrections and gave us an opportunity to communicate directly with thousands of alumni. Over a thousand pledges each year came from alumni who had not previously given to Rutgers.

Because this issue of CASE CURRENTS carries another article on how to organize a phone campaign, I won't dwell on that. But let me say that the key elements are trained volunteers and accurate prospect information. In the phonathon, as in direct mail, we found that it pays to match volunteers to prospects by class, school, region, or special interest.

To make your phonathon volunteers more effective, encourage callers to get specific pledges. We found that 90 percent of alumni making specific pledges honored those pledges, while only 10 percent of those who said "I'll send a gift" actually did.

To get a pledge, our volunteers asked, "How much may I put you down for?" or, better still, they referred to the donor information and suggested a gift somewhat higher than the donor's previous contribution. We suggested that the callers aim high in mentioning a gift amount and then, if necessary, negotiate downward. It's impossible to "trade up" if the caller starts low.

Once a caller got a pledge, he or she checked to see if the prospect worked for a matching gift company in order to "double the dollars." CASE's list of corporate matching gift companies came in handy here.

Eyeball-to-Eyeball Contacts

Direct mail or telephoning cannot match personal solicitation in effectiveness. With the special gift chairperson's help, we enlisted a committee —mostly from our class, school, and regional agent corps.

We thoroughly researched prospects who had given $500 or more the year before, as well as other prospects we thought capable of making major gifts. Both committee and staff members rated the prospects as to their giving potential. Committee members, asked to make their own pledges at the first meeting, picked the prospects they wanted to contact. Staff people gave tips on how to conduct the solicitation, although we acknowledged that each situation would be different. We encouraged team solicitation and said that staff members would help when they were needed.

Solicitors found useful a brochure listing all contributions of $100 or more the year before and showing the benefits of joining each special gift club. During the personal solicitation, we kept volunteers up-to-date through newsletters, and we held two follow-up report meetings.

We isolated prospects who had supported Rutgers athletics in the past. Volunteers oriented to athletics solicited these people. When we thought it would be more effective, we asked a dean, administrator, or faculty member to make the call.

We held a series of cocktail parties for sports enthusiasts throughout the state. Our athletic director and football and basketball coaches spoke, and we showed a sports highlight film. The volunteer hosts, who had been briefed by a staff member, usually made the pitch for support. In some cases, volunteers collected pledges on the spot. In others, they gave out envelopes and pledge cards to guests for later use. Then we arranged follow-up letters and visits as necessary.

When volunteers or staff members couldn't visit special gift prospects, we called them in the phonathon or sent personal letters with brochures. We asked $100 donors to increase their gifts to the next club level, $300. The $300 donors were invited to join the $500 club, and so on.

In addition to thousands of dollars for the annual fund, our eyeball-to-eyeball contacts turned up referrals for future major gift solicitations and prospects for deferred gifts to Rutgers.

When we finished 1974-75 with an increase from $842,134 to $1,200,391 in annual giving, we asked ourselves, "What will we do for an encore?" The answer: $1,437,897 in 1975-76. Now we're asking: "How do we top that this year?" case

Creative Communication/Alumni Package

Class agent system can be successful

BY GARY A. EVANS
Vice President for College Relations and Development, Lafayette College

The best way to solicit funds is through one-to-one contact with the right solicitor asking the right prospect at the right time. However, many of us lack help in conducting such a campaign. Too often, we solicit personally the big givers and rely on direct mail appeals to all others.

Class agents can fill in the space between the handshake and the mailbox.

The advantages to using class agents are obvious. Volunteers who give their time generally give money as well. Your class agents provide personal contact that would be impossible otherwise. And most important, more workers usually produce more income.

Here are our suggestions for setting up a class agent system.

First, you must recruit class fund managers. Look for someone in each class who is willing to work and who is likely to know a number of classmates. We've found that well-known alumni who will not work are less effective than eager volunteers who, at the outset, are not as well known.

The class fund manager's job is to convince 10 percent of his or her classmates to act as class agents for the solicitation, to assign the remaining 90 percent of the class to the enlisted agents, and to monitor the progress to see that the agents are doing their jobs.

You can help the manager identify volunteer agents by sharing the class list of donors, since contributors are more likely to help than non-contributors. The manager should contact prospective agents and explain fully the responsibilities.

We emphasize both contacts and results. Agents should know that contacts are means to the end of raising money—not ends in themselves.

You should decide the term of office for fund managers and agents. At Lafayette, managers serve five years, from one reunion to the next. We recruit agents for one year stints, but often ask for help in following years from those agents who are successful solicitors.

The best contacts occur when the prospect and the agent have something in common, such as fraternity or sorority, athletic team, or academic major.

Establish a chain of command. The fund manager is responsible for assigning contacts to agents and agents are responsible to the manager for accomplishing the solicitation.

Instructions, stationery, progress reports, and other logistical material go out to agents from our office. Our instructions recommend personal visits, but we include letter options as well. We send a variety of sample paragraphs.

Agent incentive is vital to the solicitation. We set a dollar and percentage participation goal for each class. Other institutions have good luck with incentives such as trophies or special celebrations.

The major disadvantage to the class agent system is the uncertainty of actual performance by agents. But with a good chain of command, constant feedback, accurate records, and realistic goals, the class agent system can be successful. cnse

Fingers do the walking in annual giving phonathons

The Results Are Rewarding

BY ALAN L. ROSSMANN

There's little debate that the phonathon is an effective method of increasing annual support. The percentage of prospects who donate is much higher than for direct mail. Gifts are often larger. You can quickly get information to update addresses and alumni records. And the volunteers form a dedicated group, interested and informed about your institution.

Phonathons are not easy to organize. There are more variables outside of your control than with direct mail. However, there are two big payoffs. First, the returns usually average at least 20 percent, much higher than the usual 3 percent for direct mail. The second payoff is the personal satisfaction you'll find in working with enthusiastic supporters of your institution. The experience is rewarding for the phonathon workers, too.

Many phonathons are conducted far from the campus by volunteer alumni who live in metropolitan areas. For example, volunteer alumni living in Chicago call other alumni there.

When most alumni live near the alma mater, conduct the phonathons on or near campus and recruit volunteer alumni or students to help. Students can be very effective. Many alumni appreciate the brief contact with the "younger generation," and the students also gain from the experience.

Before the phonathon, a great deal of planning and organization must take place—much of it with those important volunteers. The biggest responsibility of your volunteer chairperson is to recruit the volunteer callers. Our formula is one caller per 50 prospects, but on smaller, specialized campaigns, we assign one caller to 25 prospects.

We would assume that 40 callers can phone 2,000 alumni. Since it's un-

realistic for one person to recruit that many callers, the chairperson enrolls four to eight recruiters who, in turn, each enlist five to 10 callers.

The chairperson reserves telephone calling facilities and makes other arrangements (dinner or catering reservations, for example).

The best facilities are "boiler rooms" where callers can hear each other. In such close proximity, they will make more calls and generate more pledges. Time moves faster for them, and they are usually happier with their own performances. Business offices for phone companies or newspapers often make their facilities available to local organizations or alumni groups. Alumni who are stockbrokers will sometimes donate the use of company phones.

You should check such facilities ahead of time. Some businesses reduce phone service after business hours, so make sure you have enough outgoing lines. Because many office buildings have strict security, you may need to make special arrangements so your callers can get in.

Some of the best facilities I have seen are in New York and Chicago, where the phone companies have special rooms for phonathons. They usually require a minimum number of callers and, of course, advance reservations. You are charged for the calls and a minimum amount (or nothing) for the use of the room. Telephone companies in other cities will be providing the same service in the near future.

Recruiting volunteers and reserving facilities are only part of the job. You'll need materials for your volunteers and staff—pledge cards, printouts of alumni and their giving patterns, instructions for the callers, phone books, envelopes, and other materials.

Here is the schedule to follow in planning off-campus phonathons:

1. Six weeks before the phonathon, order printed materials (callers' kits, envelopes, pledge cards, brochures, and announcements), and computerized alumni lists.

2. Four weeks before it, contact the volunteer chairperson. He or she reserves phoning facilities and begins enlisting recruiters. The development office begins preparing computerized alumni lists, looking up all phone numbers, and removing names of people who should not be called.

3. Three weeks before, the recruiters enlist callers.

4. One week before, the development office mails an announcement to all alumni in the calling area. Also remind callers of the date and the location, and send out local news releases.

5. Schedule the phonathon evening this way: briefing session, 6:30 p.m.; calling, 7-9:30 p.m.

6. One week after the phonathon, send thank-you letters to the chairperson, recruiters, callers, and the appropriate person from the phoning facilities.

Those weeks of planning are put on the line on the evening of the phonathon, and you must use the small amount of "prime time" wisely. It does no good to telephone too early, and most individuals also resent being disturbed late in the evening. Therefore, the best hours for calling are from 7:00- to 9:30 p.m.

Some institutions provide dinner for the callers prior to the calling. If a din-

Illustrated by Jack Gordon

net is appropriate, I prefer to schedule it after the calling. Volunteers arrive earlier at the calling site and sense the dinner as a "reward" for a job well done. Also, the evening is much more relaxed when you don't have to hurry 20 or more people away from the table.

The phonathon should begin with a thank-you from the chairperson and a briefing from the development officer. The callers will do a better job if they make their own pledges at this time. The volunteer callers should be briefed on the following: why alumni support is important to your institution, a sample telephone conversation, answers to frequently asked questions, and how to record a pledge.

For a large annual giving phonathon, you might expect the following results:

Total prospects	100
No answer, wrong number, etc.	26
Non-alumni answers (babysitter)	24
Calls received by alumni	50
Pledges	32
Gifts received	25

Phonathons for specialized campaigns and capital campaigns usually bring much higher results.

If you already have a well established phonathon, some of the following goals may give it new life:

1. pledges from new alumni;
2. pledges from never-givers;
3. pledges from SYBUNTS (Some Year But Unfortunately Not This);
4. $100 pledges from $25-$99 givers;
5. $50 pledges from $10-$49 givers;
6. signups for your "perma-pledge" or reminders system;
7. renewal in other donor clubs; and
8. pledges from graduates to support women's studies.

Such incentives will improve results. Give an award to the callers with the most pledges and highest dollar amount. Goal-oriented callers will increase support for your school, college, or university.

Finally, consider a phonathon to reach a special, relatively small audience. For example, it's a great way to wrap up a senior class gift program. Organize the class gift committee to spend an evening or two canvassing classmates. Use students to follow up on your mailing to a special constituency, for example dental school alumni. If nursing faculty members want to fund a television teaching studio, have them call nursing alumni.

Don't underestimate the potential that phonathons hold, and use them creatively to benefit your institution. They are an important part of the success of many development offices. Not only can they complement a good direct mail program, they can even partially substitute for those highly productive personal visits.

Alan Rossmann, of Iowa City, Iowa, is a former university development officer. CASE

A gift for every occasion

BY LAURENCE CHRISTENSEN
Assistant Director of Development
Medical College of Georgia
(Former Annual Fund Officer, University of Georgia)

All of us face the problem of finding a new approach for never-givers, those alumni who never respond to our annual fund appeals. At the University of Georgia, we developed the Memhonocc program, and we've attracted a lot of those people into the fold. (Memhonocc stands for gifts in memorial, in honor, and on special occasions.)

We decided that our never-givers might be resisting appeals because they didn't feel rewarded enough for making ordinary annual fund gifts. We believe that memorial giving does perform a valuable service for the giver. Someone near has died, and the person wants to make a gesture of sympathy. Will it be flowers? A sympathy card? Or a memorial gift to the University of Georgia?

For years, we had operated a token memorial acknowledgment program. It consisted of two formal cards. One thanked the donor. The second went to the family of the deceased. Alumni leaders were its main users, few others knew of it.

Promoting this program had serious drawbacks because a large percentage of Georgia alumni are relatively young. Fifty percent graduated within the last 10 years. These young alumni might think us too morbid if we pushed memorial giving.

We decided to take a fresh look. We wanted to stimulate our alumni to make gifts to the university in the names of other people. So, in addition to memorial gifts, we created gifts in honor and gifts on a special occasion.

We felt Memhonocc giving (our in-house term) would be appealing to never-givers, but also had possibilities for all alumni.

We suggested that gifts in honor of persons still very much alive be used to recognize wedding anniversaries, high achievement, longevity, retirement, and times when there was no special occasion at all.

Special occasion gifts are appropriate for births, birthdays, graduations, housewarmings, holidays, and even humorous occasions. The donor specifies the occasion, and our card carries that message. A proud grandmother of an eighth grade boy made our first gift in this category "on the occasion of the discovery of a quarterback."

Now we have two programs to catch the imaginations of alumni, and about which we can be outspoken. And memorial giving, still our main source of Memhonocc gifts, quietly thrives.

An examination of several successful memorial giving programs showed us that the form is one of the factors of success. It must elicit all important names and addresses. We also decided to ask for a telephone number, in case something had to be verified rapidly. The form must also always be accessible to the prospective donor.

To emphasize the three giving possibilities, we designed three forms. They appear in a brochure titled, "A special way the University of Georgia can help you." In retrospect, a more appropriate title might have begun, "Three special ways. . . ." The three coupons appear

side by side.

We also printed pads with five of each type of form; these can be mailed in a #10 envelope. The fifth and last page is printed on colored index card stock. It serves as a backing for the pad, and, when the donor uses it, we know he or she needs another pad. The reverse side of this last page gives suggested occasions for that type of gift. The pad is more effective than the brochure.

The forms also appear in each edition of our tabloid, *Georgia Alumni News*, along with a list of current Memhonocc gifts. This bimonthly newspaper is mailed to everyone who has made a gift to the university within the past five years. We send extra copies to donors and to those who have received acknowledgments. This often results in additional gifts.

We also printed the three forms on our wallet-flap return envelope sent out with two annual fund mailings.

Our first Memhonocc mailing to never-givers included the brochure and a letter of introduction from a frequent donor. It would have included a desk pad of forms, but the cost was prohibitive then. People are more reluctant to discard a desk pad than they are a brochure.

Several months later we sent a more complete mailing to former givers, this time including the desk pad. To avoid resoliciting (and offending) current givers, we routinely enclosed a brochure and desk pad with each "thank you."

Most of our promotional material mentions our Memory Book, which we keep up-to-date in the alumni house on campus. One month after a Memhonocc name appears in the *Georgia Alumni News* (allowing time for corrections), we put the name in the book. Although few people drop by to see it, the book gives the program a sense of permanence. The amounts contributed remain confidential. A notation by each entry indicates whether the gift is in memorial, in honor, or for a special occasion.

Acknowledgment Cards

We chose ivory for all of our acknowledgment cards and envelopes. The 4¼" x 5¾" cards are printed on both sides. The envelopes have only our return address on the back flap. Two of our cards are rather formal, and the occasion card is contemporary.

Some greeting cards can be sent only once, while others can be sent again and again. We avoided bold designs because we wanted our donors to feel good about sending the same card over and over, and to the same people, if appropriate.

In addition to our basic cards, and our small, card-carrying envelopes, we ordered #10 envelopes in matching ivory to carry our initial mailings to never-givers, and eventually to everyone else. They carried the letterhead: "Something special from the University of Georgia Foundation." We use them to send copies of the *Georgia Alumni News* to donors and to the people donors designate to receive acknowledgments, as well as for correspondence concerning Memhonocc.

Processing the Gift

We acknowledge all Memhonocc gifts; promptness and accuracy are all important. We have to resolve any ambiguities before sending out cards. Our staff tries to get cards out the same day the coupons come in.

We type addresses from the coupon forms on to "something special" envelopes, for future mailings. We send additional coupon forms if requested, or if the coupon has been clipped from a brochure, a newspaper, or the last page of a desk pad.

On the computer, the donor's record receives the "memorial punch." This means that the donor will continue to receive annual fund solicitations.

Specific Advantages

Although Memhonocc gifts tend to be small, the donor often gives several times during the year. It is quite possible for the donor to exceed the sum he or she might have given if asked for a lump sum.

If the forms are handy, gifts will arrive at any time, not just in response to the latest mailing. The initiative for the gift rests with the donor: This gives him or her more pride in the gift.

Our promotional materials state: "Your gift to the University of Georgia is officially tax deductible, and will even be credited to your annual fund total."

But we don't remove Memhonocc donors from our annual fund direct mail lists. We do everything we can to encourage *both* Memhonocc and annual fund gifts. cnsa

Creative Communication/Money Packages

The birth of the Blitz

BY RICHARD F. CHARLES
Director, Annual Funds, Franklin and Marshall College

Does a professor of history have anything to say to a building contractor?

At Franklin and Marshall, we discovered that the two have plenty to talk about. When faculty visited businessmen in their offices, relations between the college and the community improved and corporate giving increased markedly. It's all done through a week-long, annual "Business and Industry Blitz."

Franklin and Marshall is a liberal arts college of about 2,000 students located in Lancaster, PA, an industrial/agricultural community of 300,000. Traditionally, nearby businesses were solicited during infrequent capital campaigns by college officers, trustees, or alumni volunteers. With 2,000 of F & M's 14,000 alumni living and working in Lancaster County, requests for capital support were well-received.

As financial needs grew during the late 1960s, the college looked to all constituencies for increased annual support. The robust health of the local economy, as well as a college tradition of close community ties, suggested that local businesses offered a possibility for major growth in annual giving. Only a few major and regular supporters were approached annually by college officers.

In late 1969, we set up a business prospects list of approximately 800, most of whom were solicited by mail.

In 1970, a small committee of volunteers, most of them alumni, agreed to "take the cards" of approximately 50 businesses and to make personal calls. But the effort fell apart in the anti-campus climate of the times. This was the year in which giving from local businesses was at its lowest in recent years—22 gifts totaling $17,000.

We recognized the need to reopen channels of communication between the college and the community, and in 1970-71 we developed a year-long cultivation campaign. Fourteen small dinner meetings (12-15 guests) were held with the college president and key local leaders. There was no agenda, just no-holds-barred conversation about the college.

The discussions, which frequently ran for three or four hours, were soon known internally as "Sandpaper Sessions." They may have been abrasive at times, but they did validate the college's concern for community opinion.

After the indifferent success of the 1970-71 campaign, late in 1971 we decided to mount a staff effort. We identified 55 new prospects for an annual gift. Members of the development, alumni, and public relations staffs were asked to clear two days on their calendars for local business solicitations. We organized them into four teams of two each and distributed prospect cards. Calls were to be made without appointments to see the top management of each company.

The results were gratifying. Most of the calls were completed and, though few immediate gifts were forthcoming, the reception was most encouraging. The 1971 figures showed an impressive increase, but we felt there was still more ground to cover.

BEGINNING THE BLITZ

By early 1972, we had established three major objectives: (1) to increase the number of personal calls on the business community, (2) to present an impressive picture of the college during gift appeal interviews, and (3) to make the most effective use of the professional development staff.

The solution, now in its fourth year at Franklin and Marshall, was "Business and Industry Blitz Week"—a concentrated, one-week period in the spring when faculty/staff teams visit approximately 225 businesses, opening lines of personal communication with top managers and inviting corporate comment and support for the college. The Blitz date is set about three months in advance.

The development/alumni/public relations officer serves as leader of each team. It is the leader's responsibility to talk to receptionists, handle introductions, and "ask for the order" during the interview. He or she also schedules the calls and plans the route. At the conclusion of the campaign, the leader turns in call reports to the office of annual funds and sends a letter of thanks to each prospect.

We find that a call load of about seven per day per team is appropriate. With seven teams, we are easily able to handle approximately 225 calls.

THE FACULTY

The faculty chairman should be a respected, senior member of the faculty; we try to enlist him or her approximately three months before the Blitz. About four weeks before the campaign, the chairman sends a letter to faculty members inviting them to participate as team members. We allow seven to 10 days for a reply. During the past three years, many more faculty members responded than we could use. We ask the extra volunteers to serve as "stand-bys" in case someone has to cancel. One week before the Blitz, we hold an orientation meeting for staff and faculty. At that time, we announce team assignments and the case for that year is presented and discussed.

The business chairman sends prospects an advance letter, individually typed and personally signed, announcing the annual Blitz, outlining the case for corporate support, and asking for an interview.

Although he or she does no actual soliciting, the chairman should possess all the attributes of any good chairman: well-known in the community, a no-nonsense type, and a top manager.

The letter, in addition to stating the case for corporate support, also points out that the program of college visitations (Blitz is only a working title) is two-fold. First, it maintains channels of personal communication between the college and the commercial world, and, second, it invites financial support. We mail the letters two Fridays before the start of the Blitz, thereby assuring that most letters will be on the prospect's desk Monday morning of the week immediately prior to the visit.

GENERAL CONSIDERATIONS

As with any other campaign, you need good records. Team captains' materials include a "master card" which lists past giving, a synopsis of previous

activity, the contact person, directions, and so on. Each team has gift (pledge) cards, prepared with the firm's name already typed in, a reply envelope, and literature to leave after the call.

What is more effective? To make an appointment or to conduct a "cold call"? We have found that a previous proven donor will almost always grant an appointment. These should be set up by the team captain in advance of Blitz Week. However, with new prospects or intermittent donors, the advance call may only serve to give the prospect an opportunity to avoid the interview.

When approaching a receptionist, we suggest the following language: "Dr. (or Professor) Jones and Mr. Smith from Franklin & Marshall College to see Mr. Brown." A calling card is helpful, but it is important to note that a business manager hardly ever has a "doctor" somebody or "professor" somebody making a call. We tell our faculty that their presence helps open the door.

Our teams are instructed to emphasize the communications aspect of the call, especially if the first reaction is negative. We find that a conversation opened on a negative note frequently changes to a gift or a promise to consider a gift after the faculty partner discusses the college with the prospect.

Follow-Up Activities

Immediately following Blitz Week, appropriate notes of appreciation are sent as follows: from the president to the faculty, from the president to the business chairman, and from team captains to prospects.

In addition, we communicate with the prospects at least once a year by sending a non-solicitation information piece about the college such as a report of the department of business administration, an economics summary, or similar piece. Furthermore, the employees of all donor companies are invited to a free football game on "Business Friends' Day," an annual event in September.

The results speak for themselves:

1970: 22 gifts, $17,600
1971: 62 gifts, $37,400
1972: 79 gifts, $49,600
1973: 68 gifts, $129,900 (includes some capital giving)
1974: 74 gifts, $82,800 (includes some capital giving).

We just recently completed our 1975 Blitz, raising approximately $55,800 through 78 donors. More faculty participated than ever before, and we were able to complete more calls than ever before. All of the staff participants reported a continued improvement in the institution's relations with business. Many managers stated they were actually looking forward to the calls.

Beyond the cash results, the annual "Business and Industry Blitz" has resulted in a better relationship between the faculty and administrators. Faculty members feel, and rightly so, that they are making a significant contribution toward securing gifts from the business community. They also have an understanding of the hard work that goes into college development.

Furthermore, many faculty members and administrators have found the "Blitz" an excellent way to meet new people in the community and get them involved in the college. CASE

Students, faculty, parents: warm friends with cold cash

BY DONALD T. NELSON
Director of Development
Brigham Young University

In college or university fund raising, our closest friends are—or should be—our students, faculty, alumni, and parents. And as our closest friends, they are the most logical sources of financial support for our institutions. If we cannot rally them to our cause, we are in a poor position to rally others.

Dallin H. Oaks, president of Brigham Young University (BYU), put it this way in an address to our faculty:

> *Charity begins at home. We cannot in good conscience ask alumni and friends for their financial support until we acquire it here. "Together for Greatness"* [a program that invites the financial support of faculty and staff] *is of incalculable value in demonstrating to outside sources of support that we believe enough in what we are doing to act together to help ourselves. . . .*

Robert Simpson, an outstanding clergyman, paraphrases Ecclesiastes: "We have all drunk from wells we did not dig and have been warmed by fires we did not build." We all benefit from the sacrifice and efforts of parents, friends, and others who have preceded us. Bishop Simpson concludes: "It is time we replaced some of that water we have drunk and some of the kindling we have used so that others might receive the same opportunities that were extended to us."

No other groups have benefited more from our institutions than faculty, students, and parents. They have been the recipients of "water from wells they did not dig" and they have been warmed by "fires they did not build." Therefore, we should not be reluctant to seek their support.

Institutions that do not have a program to attract the support of these groups are missing a sure bet. If yours is one of them, here are the steps to getting started:

1. Familiarize yourself with the advantages of the program. Establish your case along the following lines:

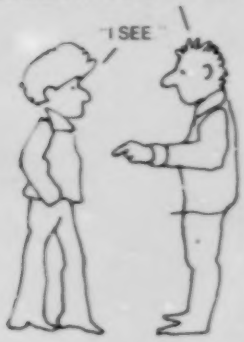
• *The program produces substantial revenue.* As of July, in the 1977 fiscal year that ended in August, BYU received 18,589 contributions totaling $2.26 million from students, faculty, and parents. Part of the credit for this success must go to BYU students who actively solicited their peers. Over 80 percent of the students and faculty contacted made pledges. And in the process, the students did more than raise money; they educated their classmates about the university's financial needs as well.

"MAYBE NOW'S A GOOD TIME TO LISTEN . . . SDA HAS A LOT TO DO WITH YOU, BYU, AND THE FUTURE."

"SDA CONSISTS OF BYU STUDENTS WHO ARE WORKING TO HELP THEIR FELLOW STUDENTS HELP THE UNIVERSITY."

"IT BEGAN IN 1971 WHEN THREE STUDENTS DECIDED TO RAISE MONEY TO EXPAND THE LIBRARY. THEY SET $100,000 AS THEIR FIRST YEAR'S GOAL."

"BY SPONSORING ALL KINDS OF FUNDRAISING PROJECTS — TELE-FUNDS, BIKE-A-THONS, BASKET BALL TOURNAMENTS•CHRISTMAS TREE AND BOOK SALES — THE STUDENTS HAVE COLLECTED NEARLY $200,000. AND RIGHT NOW, THEY'RE WORKING ON A *NEW* LIBRARY GOAL: $1 MILLION."



"SDA'S 100 MEMBERS REPRESENT A RANGE OF BACKGROUNDS, INTERESTS, AND ABILITIES. BUT THEY ARE ALL BOUND BY A COMMON DESIRE TO FURTHER THE PROGRESS AND DEVELOPMENT OF BYU."

"SDA HAS LOOKED OUTWARD AS WELL AS INWARD FOR FINANCIAL SUPPORT. MEMBERS HAVE MADE MANY TRIPS ACROSS THE COUNTRY ASKING BUSINESS AND FOUNDATION EXECUTIVES FOR CONTRIBUTIONS — WITH SURPRISINGLY HAPPY RESULTS!"

"IF YOU'D LIKE TO KNOW MORE ABOUT SDA, DROP BY THE ALUMNI HOUSE — THAT'S WHERE WE'RE LOCATED — AND WE'LL REALLY FILL YOU IN."

"YOU SEEM POSSESSED BY A DISTINGUISHING SENSE OF DESTINY, A CONSUMING COMMITMENT TO CONSTRUCTIVE SERVICE, A LAUDABLE — IF AT TIMES VOCIFEROUS — PENCHANT FOR PHILANTHROPIC ACCOMPLISHMENT, AND AN INNATE ABILITY TO ASCERTAIN YOUR ROLE IN A NATIONAL SOCIETAL STRUCTURE BESET WITH FALSE DELINEATIONS."

Excerpts from BYU's Student Development Association flyer.

• *The program creates empathy and understanding for development and future fund-raising campaigns.* Those who learn the rationale for an institution's fund-raising efforts via student, faculty, and parent programs become some of the institution's best long-term supporters. For instance, at least three BYU faculty members have created scholarship funds ranging from $10,000 to $100,000.

• *The program gives an institution the wherewithal to demonstrate to outside publics that it enjoys the support of those closest to it.* We were once turned down by a major foundation because we could not show a record of local support. Later, after we corrected the problem, the same foundation gave us a major grant.

• *The program identifies future fund-raising volunteers on a broad age and geographical basis.* After five years of experience, BYU has been able to recruit faculty fund-raising volunteers for every department in the university. These representatives actively support each year's campaign by soliciting those in their own departments. From among its graduates, the university has also been able to place volunteer fund raisers in almost every state. An interesting sidelight: Two past presidents of our Student Development Association are now full-time staff members.

2. Next, sell members of your administration on the program and let them know that their leadership is critical to its success.

3. Initiate a comprehensive educational program for faculty, students, and parents. Our program is as follows:

The president meets with deans, directors, and student leaders to explain the program and to solicit their support. They, in turn, carry the program to faculty, staff, and students. This must not be a casual approach. It must be done with the same kind of extra-mile effort that distinguishes every successful major campaign. You must clearly establish the rationale through a well-articulated case statement, obtain privately in advance the support of leaders, and make a thoroughly professional presentation.

At about the same time, the annual giving director, in cooperation with the alumni executive secretary, explains the program to parents via a parents committee. Our experience suggests that parents are pleased to be invited to join a faculty-student team effort. This reinforces the individual commitment of each team member.

The key to success is to move slowly and to work through pivotal internal sources. Prepare for your campaign through newsletters, the campus newspaper, and other media. Encourage deans and student leaders to make positive public statements. In the meantime, make certain that you have all details worked out so that the campaign can be launched when the time is right. You should develop a campaign master plan that sets forth in detail such items as ground rules, schedule, organization, marketing, supporting functions, and other elements.

4. Understand, finally, that you must be patient but persistent. Initially, students, faculty, and parents are not going to look like the willing donors that they will eventually become. Many will feel that they are already doing their part. One parent we contacted, for example, responded: "But I'm already doing all I can for you. . . . I'm sending you four of my children!" Only when that father learned that his children's tuition covered only 33 percent of the cost of their education did he warm up and lend his support.

I urge you to set aside your reservations about soliciting students, faculty, and parents. Resist the temptation to say, "It just won't work here." Recognize that it *is* working—at BYU and elsewhere—and your institution can make it work as well. If you do that, and if you follow the steps outlined here, I'm reasonably certain you will be able to say with conviction that students, faculty, and parents are, indeed, warm friends with cold cash. CASE

A small shop's efforts must pay off in dollars

BY NORMAN L. HESS

Two major stumbling blocks—inertia and trying to do too much—stand in the way of maximizing dollar return in the one/two-person shop.

On the one hand, we must not do the same tired things year after year. On the other, we shouldn't branch out into too many areas and do justice to none of them.

In the one/two-person shop, it is difficult—in fact almost impossible—to have a major reunion giving program for 10 or 12 classes, a leadership giving program, a good direct mail campaign, a strong parents effort, and a solid deferred giving program. Each of these requires a great deal of time and expertise.

The one/two-person shop can, however, run a good 25th and 50th reunion gift effort and start a major gift club in the same year. I doubt very much that a small office could—or should—attempt much more in one year.

ENCOURAGE REUNION GIVING

Reunion giving has become a major source of financial support for most colleges, universities, and larger secondary schools. Traditionally, these efforts generate 25 to 50 percent of the annual giving dollars raised.

With a small staff and limited time, your selection of the volunteer chairperson becomes doubly important. If you get the right person, it will take much of the pressure off your office. Should your volunteer leaders fail, don't hesitate to replace them—even in the middle of the year. That's a painful step, but sometimes it's necessary.

Plan your schedule for the entire reunion giving program. Be sure to be realistic about what you and your limited staff can accomplish.

When you begin, it is unwise to consider organizing a reunion gift program for all 10 of your five-year reunion classes. Why not start with the 25th and 50th? After you get the program

going, build on your success. It amazes me that some very good schools with strong 25th and 50th reunion gift efforts haven't added the other classes.

One real benefit: A reunion giving program has its own momentum. When this year's 25-year reunion class raises $10,000 to $25,000, it becomes unlikely that next year's 25th reunion program will set a lower goal.

Perhaps just as important, the reunion program raises giving levels. Once that $50 donor has made a special reunion gift of $250, it is unusual for him or her to revert to $50. Instead, he or she will probably become a regular $100 donor. For the next reunion, you may receive a $500 gift. In the past three years at Exeter, our post-reunion classes have averaged a 45 percent increase over their pre-reunion year's gifts.

Consider gift clubs

Gift clubs are another must when you have to limit yourself to three or four productive areas of fund raising. For many years, some larger universities, including Yale, did not have a major gift club. Now Yale has two clubs —one at $1,000 and another at $5,000.

In setting up your gift clubs, keep your minimum dollar requirement high —say $500 to $1,000. Then you can afford to spend a fair amount of your time on producing materials, creating a good program, and enlisting the leadership you need for success.

Parents seem particularly interested in having their names on the list of those who make major contributions. This is especially true with secondary schools in general and day schools in particular.

Parents fund raising in a day school is especially productive. It's relatively easy to have one or two dinners for parents in your area. Of course many parents know each other, and this makes personal solicitation easier. Many small secondary schools, which formerly raised as little as $10,000 to $20,000 in annual fund leadership gifts, have doubled that in the first year of a gift club program.

Take steps to make your gift club membership attractive. Develop a nice token of appreciation to present to members. And arrange a gala affair (usually a dinner is best) during the year.

Some institutions report success with holding a membership dinner in conjunction with their regular dinner honoring those who were members the previous year. In this case, each member is a prospective member. Not surprisingly, members are delighted to do this because it gives them a chance to let their friend learn of their generosity.

The nice thing about gift clubs is that they generate money totally out of proportion to the amount of time required to run them. Also, next year's solicitation becomes easy because the national gift club chairperson can simply send a personal letter to last year's members, thanking them for their contribution and inviting them to join again those who are doing so much to further the cause of your institution.

Plan a phonathon

You don't have to be a huge institution to afford or justify a phonathon. Invariably phonathons more than pay for themselves; usually they yield many times the money you invest.

Even if your first-year phonathon yields only three to five times its cost, the good will and the willing volunteers you uncover will add a strong additional bonus to your efforts. We have little difficulty attracting our good callers back year after year.

While many large institutions have massive programs, small schools and colleges can run effective phonathons in two or three key areas. Each year Exeter holds phonathons for two or three nights in New York and for several nights in Boston.

If you're planning a phonathon, remember these points:

1. Start planning at least three months ahead—reserve your location and enlist a volunteer leader for each evening you will be calling.
2. Send out reminders six weeks in advance.
3. Arrive at the location four or five hours before kick-off time to see that everything is in order.
4. Phone the volunteers who are to join you on the phonathon that evening to remind them of the event.

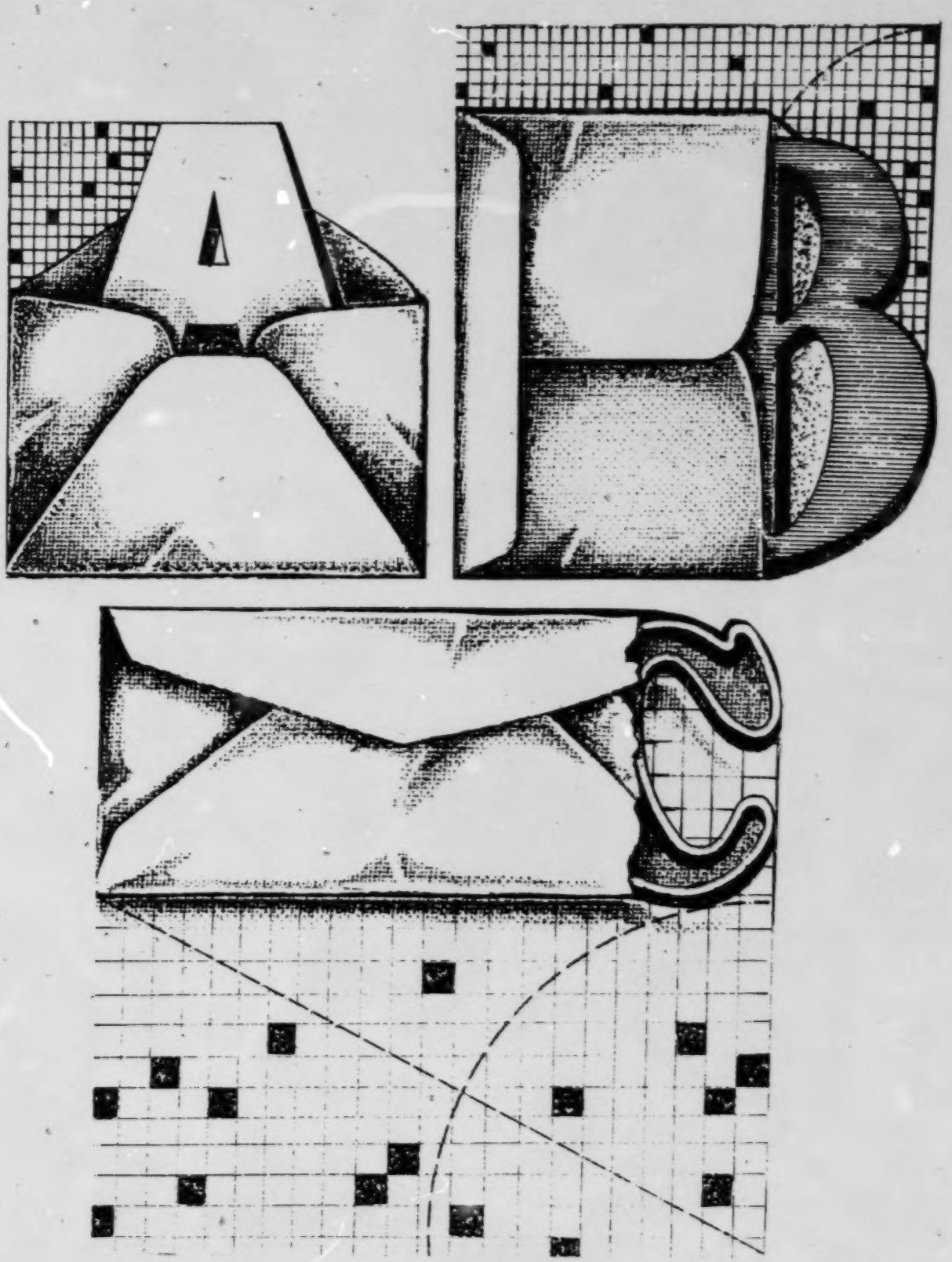
Many schools and colleges furnish their callers with information sheets or desk blotters. These include the calling procedure; a sample of the phone form; important facts about the institution (including reunions and other newsworthy items); and doodle space.

Once your workers arrive, don't miss the opportunity to train them. All too often we managers assume that our volunteers know how to talk on the phone and how to ask for gifts. Often both assumptions are wrong. The 10 or 15 minutes spent training callers and answering their questions may well pay off in several extra thousands of dollars by the end of the evening.

Whatever programs you decide to concentrate on in your one/two-person shop, remember that your efforts must pay off in dollars. It's tempting to do things we like to do, but the measure of an activity is how it pays off in funds for our institutions.

Hess, now associate director of development at Phillips Exeter Academy, spent four years as director of development and alumni affairs at the Cranwell School. case

Creative Communication/Alumni Package



2

raising money by mail

The ABCs of raising money by mail

BY VIRGINIA L. CARTER
Editor, CASE CURRENTS

A

Remember that no rules work 100 percent of the time. Because your own constituency differs from every other, you can learn most from your own successes and failures. To do this, keep accurate records on each mailing.

B

We're competing for our reader's time. Picture your graduate getting home from work. Wants a cold drink. Remembers that the refrigerator is broken. Kids rush up. Television blares. Then he or she picks up the mail. About 85 percent of the time, your letter will be opened, but the recipient takes *only a few seconds* to decide whether to read it. It becomes vitally important that you grab the person in those few seconds.

C

Because your mail will probably be opened, your next concern is whether it's read—*and acted upon.* Having it read is not enough.

D

The best prospects in direct mail are "former customers"—or, in our case, former givers—and others like them in demographics. Cultivate your former givers. Study them and go after people similar in age, geographic location, college major, occupation, income level, or whatever. This will pay off better than going after dissimilar groups.

E

For best results, segment your prospects. Don't consider them one big mass. Analyze them by dollar-level gifts, frequency of prior gifts, school/college affiliation, major, length of time since graduation, geographic location, and so on. This lets you mail to subgroups in a more personal way.

F

A letter is the single most important piece you can use in any direct mail effort. Because of this, your letter should look like a letter. Use typewriter type—and large enough to be easily read. Be sure it carries a signature, even though it's printed. The 7¼ x 10½ monarch size letter seems to work best for big donors. (Even smaller note paper has worked well for some major charities.) For mass appeals, 8½ x 11 generally draws best.

G

Salutations of some kind are better than none. You might use "Dear Beloiter," "Dear Alumnus/a," "Dear Carolina Graduate," "Dear Member of the Class of 1935." You can use a headline-type salutation on a letter, but consider breaking it up into three or four short lines, placed on the left. This makes it look like a salutation.

H

When you use the letterhead of a volunteer, also mail in an envelope with his or her cornercard. Do not mix volunteer stationery and a college/university envelope. But beware of new third-class bulk mailing regulations. If you use a volunteer's envelope, you can't use the college's bulk permit.

I

In writing your letter, write to just one person. Use a conversational style with short words, short paragraphs. Don't hesitate to restate important points; your reader may only read part of the letter. Focus on two groups of motivations: (1) altruism, idealism, and desire to improve conditions and (2) obligation, ego gratification, and gratitude. Outline the need to be met. Tell how your institution is meeting the need. Get the reader personally involved. Establish a close link between his or her support and accomplishing the goal. Show what his or her gift can accomplish. *Ask for the contribution.* Suggest an amount if possible. Tell how to make out the check. State a time limit that issues a call to action.

J

Fit the length of your letter to your message. Make the letter long enough to state the case—and no longer. "Likely givers" will read long letters. Non-givers won't, so shorter letters are probably better for them.

K

Bear in mind the power of the P.S. Readership surveys show that it's often the "most read" feature of a letter. The P.S. gives letters a personal touch. Some experts recommend having the letter-signer handwrite the P.S. if it's under 25 words; use the typewriter for a longer P.S. Use this spot for a quick restatement of the case for support and/or a "call to action."

L

If you plan a series of letters in an annual fund campaign, develop a common theme and find ways to say the same things differently. Even if people don't give, make them feel good about having read the letter and good about themselves. Make them eager to read your next installment. On the other hand, each letter must stand on its own. You can't expect many readers to remember details from a previous letter.

M

In writing your letter, translate "product features" (more books for the library, additional scholarships, or whatever) into "donor benefits" (build a stronger university, educate new lead-

ership for society, make your degree mean more, increase your prestige). Use the letter for personal, emotional appeals. If appropriate, put facts, details, pictures in an accompanying brochure.

N

So far as I know, a "publisher's letter" hasn't been used in fund raising. Direct mail marketers use this extra letter—usually a single page—to convince those who may be wavering. It often increases sales by as much as 25 percent. Originally the publisher's letter used the "frankly I'm puzzled" approach, expressing surprise that the prospective customer would reject such an obvious good deal. Recently, some publishers—such as Time-Life Books—have taken the letter to new levels of sophistication. Fund raisers might consider adapting the publisher's letter. For example, suppose you are soliciting gifts for a new building or a named professorship. Include, along with the main letter and other materials, a special memo to the president from a beloved emeritus professor. Reproduce in handwriting on the outside of the memo, "Here's a message that you will find of interest."

O

Color? Color seems to help in most everything, but we don't know *which* colors. There seems to be no consistency. One expert says that older folks prefer cool colors (blue or green instead of red). Another suggests yellow as a positive and acceptable color. Still another direct mail authority consults promotions of the fashion industry to get the "in" colors for the year.

P

Commercial direct mailers have found that "the bigger the better" when it comes to the accompanying brochure. They have also been successful with lots of small insertions.

Q

Individualize and personalize as much as possible. Well-organized class agent systems work because of involvement and personalization. Agents themselves get involved and give. Then they are more effective with their classmates because they personalize their letters. Even a handwritten P.S. by a class agent makes an appeal more appealing.

R

Carbon copies of letters with a handwritten message printed on or with a note attached ("We haven't heard from you yet and there are only three weeks left in this fund year") can pull up to 80-90 percent of the original mailing.

S

To call attention to a special paragraph(s) in your letter, use a second color. Other possibilities: underlining, indentation, all caps.

T

Here's an idea that not everybody will agree with but that does work. Ask for a second gift from those who have already given. Use the same mailing as to non-donors but with a hanger acknowledging the previous gift and making a pitch for another.

U

"Any piece of mail will do better if put in an envelope." Most direct mail experts agree on that point, and the rule holds even in situations where a secretary opens the mail. Fund-raising mailings do better in a standard envelope (no. 10 or monarch). This is particularly true if mailed to a business address; there, use standard business style envelopes without gimmicks. Use envelope stock of high enough quality to arrive in good shape. Rips and tears on the envelope give a bad impression.

V

Window envelopes: Almost without exception window envelopes work better. You can then put your label on the response card or reply envelope flap. This makes it easier for the respondent to answer and makes the donor's name/address readable. An exception: When you're mailing to a high-status group, put the address on the envelope as in a standard letter.

W

Most of us can't afford first-class mail except for gift club-level donors. Use attractive commemorative stamps for them. With whatever class mail, a stamp pulls better than a meter tape and a meter tape pulls better than an indicia. Many mailing houses use metering machines to seal your envelopes so you can get your third-class nonprofit mail metered at no additional cost. Reproducing in typewriter type the letter signer's name over the cornercard can kick up response 2 percent.

X

Reply envelopes are a must in an effective direct mail package. Make it easy for the donor. Leave enough space for easy writing or attach the graduate's computer label to the pledge portion of the envelope. Use the reply envelope copy to call the reader's attention back to the theme or message of your letter. Consider a color for the reply envelope that blends with your mailing.

Y

Experts debate the merits of paying postage on the reply envelope. It probably pays to affix a stamp on the reply envelope for donor club members when you seek memberships or renewals. This says, "I know I am going to hear from you, and I'm willing to pay for your reply." Some experts suggest using a plain, unstamped reply envelope for small but steady donors, medium-sized donors, and all donors who get their mail at business addresses. Small, occasional, or "hardly-ever" donors should get regular business reply envelopes (the kind with lots of lines on the front). If the latter two kinds of segmentation are impossible, the trend is to plain, unstamped reply envelopes.

Z

Test, test, test. No big-time commercial mailer would launch a campaign without first testing several versions of a direct mail package. Shifts in color or size of the pieces, wording of the letter, type of postage—all can influence returns. In testing, change only one element at a time so that you will know what is causing the difference in response. CASE

Writing letters that sell

BY SUSAN WALLGREN
Director of Programs
Georgia Institute of Technology

Do you know how much your office spends annually on letterwriting? Just think about it: the cost of stationery, your time, your secretary's time, postage—all this adds up.

At Georgia Tech, we mail to promote membership in three major donor clubs—at the $100, $500, and $1,000 levels. I spend between $4 and $5 on each of these letters. Multiply that by the thousands I send out each year, and you come up with a staggering figure.

If that doesn't impress you, consider this: The average business letter captures only 45 seconds of a reader's attention. At the rate I am spending per letter, I had better use those seconds effectively.

WHAT ARE YOU TRYING TO DO?

Any mailing piece you produce must reflect the character of your institution and must fit in with its long-range goals.

To know what you want to accomplish, sit down and prepare a case statement. According to fund-raising expert David Church, the steps in organizing the case are:

1. State the problem.
2. Tell what is now being done about the problem.
3. State what needs to be done.
4. State what your institution proposes to do.
5. Explain how your institution is able to do this.
6. Show that your institution has widespread support.
7. State what it will cost to do what your institution wants to do.
8. State what you want contributors to do, and when.

Your case must have universality, a common touchstone to which your alumni will respond favorably.

Fund-raising professionals have been saying for years that "the case must be bigger than the institution" and that "support is more likely to flow toward a successful program than to a needy institution."

People want to get on the bandwagon. They want to be with a winner. They want to have a part in growth and achievement.

The first thing you should consider is the person to whom you are writing. A letter is read by only one person at a time. Write to him or her—not to "all you wonderful people out there."

Ask yourself this: How much does my reader know about my college? Has this alumnus/a received appeals from me before or will this be the first? Has the recipient made a contribution before? Has he or she made one recently?

Answering all these questions helps us to write to one person and to individualize that letter. And individualizing is almost as effective as personalizing the letter.

You *personalize* a letter when you put the donor's name somewhere on the copy. You *individualize* it when you break down the list into groups of people who have similar backgrounds.

At Tech we use these two concepts, personalization and individualization, in all our donor-club appeals. After our rating has been completed at the beginning of the year, we direct our appeals to two major groups.

1. *Prospects.* These are alumni we feel ought to be giving at a higher level but are not. In the appeal, we invite them to participate in one of the three clubs. Sometimes we remind them what they contributed last year.

2. *Repeats.* These alumni were members of a donor club in the previous year. We thank them for their past support, give a brief report on what their gifts helped to accomplish, present the case for continued giving, and invite them to participate again.

To be more personal, our Thousand Club sends out all its appeals on the volunteer's personal stationery. All letters to our $500 and $1,000 clubs are run on an automatic typewriter and are sent out by first-class mail using commemorative stamps.

WRITING THE LETTER

Now, down to the basic elements of writing your letter. Your aims are to create interest, to arouse desire, to secure conviction, and to induce action.

"The normal route of the sales letter to the waste basket must be interrupted, must be diverted by the start of the letter," says Frank Egner, a direct mail and advertising expert.

For this reason, remember that your first sentence counts the most. It should capture the reader's attention so that he or she will want to read on.

In your opening sentence or paragraph, emphasize your reader, not the writer. Write "you" and "your" instead of "I" and "my."

There are many ways to pique your reader's curiosity. One of the most effective is to use the "headline approach" in a letter or folder.

Our Thousand Club uses this method on some of its supporting brochures. For example, one headline reads: "Georgia Tech is developing an instrument no larger than a dime . . . but it's worth a lot more, maybe even your life."

The copy goes on to say that one of the major causes of death in the United States is hardening of the arteries. Further, it explains how Georgia Tech research in biofluid mechanics and hemodynamics may help doctors diagnose and treat this problem.

This dramatic headline not only grabs the reader's immediate attention, but it pulls him or her right into the body of the copy.

Now that you have interest, you have to hold it in order to arouse the reader to do something for the school.

As we discussed before, you must find out what your selling point is. Whether by appealing to love, security, pride, duty, responsibility, self-interest, or self-preservation, you must give your reader a desire to contribute.

Cite examples of your institution's ability to help people, to advance ideas, or to achieve new goals. Select a subject that will stir the reader and move him or her to do something about what you have described.

I would like to share two examples with you:

1. In the first paragraph of illustration A, we state the problem: Last year over 200,000 infants were born with physical or mental damage.

Further, there were half a million spontaneous abortions, stillbirths, and miscarriages due to defective fetal de-

velopment. We then tell how Tech is working to reduce these statistics. We briefly profile the work done by an assistant professor of biology on the role of a mother's hormonal and metabolic balance in determining the development of her fetus and placenta. We say that research on this is vital in eliminating an entire class of birth defects and in reducing fetal mortality.

2.- In illustration B, we state that the United States is embarking on a massive effort to develop the sun's energy. Then we profile the role a professor in the School of Mechanical Engineering is playing to develop the largest solar-heated and cooled building in the world.

Both of these subjects – birth and energy – have universal appeal. Both examples show what Tech is doing to help people and to advance new ideas.

Your closing is as important as your opening. Unless the closing propels the reader toward his or her checkbook, your letter is worthless. You must induce the reader to take action by making your request urgent and compelling. You must state just how your reader can help you.

When closing the letter, remember:

Ask the alumnus/a to consider the possibilities or to underwrite the project. Don't beg him or her to give.

Ask the donor to invest. Talk about the opportunities that can be realized as a result of the gift.

Ask the donor to "lend leadership." Don't ask him or her to help carry the burden or assist in the hour of need.

Increasing readability

The success of your letter depends upon its readability. If your reader can't understand you, you've lost your case for support.

Writing is significantly different from speaking. In speaking you get immediate feedback and may adjust your message as you go. In letterwriting you can't evaluate the way your message is being received. Your letter must say exactly what you want in exactly the right way – the first time.

When we talk to someone, we talk in a friendly, natural way. However, something happens to us when we write a letter. We put on our stuffed shirts. We often write in an overly formal and scholarly way.

Instead, we should use plain language: short words, short sentences, short paragraphs. Pause between sentences to give the reader a chance to absorb and understand.

But don't slip into an overly crisp writing style. Avoid writing with words that have an edge. This style annoys people. Constantly ask yourself, Am I being courteous, tactful, friendly?

Often you'll think that your letter needs to be illustrated. Keep the letter itself looking like a letter – no little pictures in the margins. Instead, choose photos that tell a story and put them in an accompanying folder.

We used this idea in one of our solicitations to $500 prospects. A portion of our Roll Call (our annual fund) is used for National Merit Scholarships. We wanted to portray the undergraduate who was benefiting. We devoted the entire folder to profiling one National Merit scholar, a sophomore from Clearwater, Florida.

Another reason to enclose a brochure is to relieve the letter of extensive detail. However, when asking for large gifts, don't use these enclosures too often. When you divide attention, you may lessen action.

Finally, how long should your letter be? It should be as long as is necessary to tell your story effectively. But if we can tell the story effectively and briefly, so much the better. CASE

Plan early for direct mail

BY JAMES M. BRASHER, III

To do effective direct mail planning, you need to know what your institution has done in the past and how successful those efforts have been. Further, you need to coordinate your direct mail campaign with your overall fund-raising program.

Be sure to plan early. If you run your annual fund year parallel with the school year, your major planning session should come no later than the last month of the spring quarter or semester. Adjust this accordingly if you run a calendar-year program.

Without setting aside a specific time for overall planning, you will plan in bits and pieces. And that means a great loss of efficiency.

Even if your staff consists of only one professional and one or two clerical assistants, I recommend a planning session. If possible, make it a retreat. Get away from that telephone, that morning mail, and your regular visitors.

You need to develop a *comprehensive* plan. You should carefully schedule mailings, purchases, computer time, support publications, PR support, and other activities. Set goals, map out various segments of your campaign, and select specific audiences.

You would not consider entering a personal solicitation campaign using volunteers without predetermined goals. It is just as important to set goals for your direct mail programs. These goals should be realistic but should also stretch you to do your very best.

In developing the master schedule, consider a campaign year that corresponds with the school year. Here's why this is important.

First, you can emphasize the beginning of college in the fall. Almost everybody is affected by the activity associated with school's opening.

Second, people respond better in the colder months to direct mail sales, educational fund raising, and fund raising in general. Statistics from throughout the direct mail industry point out that mailings in the months from October-March generate the best response.

I believe there should be a rest period in every annual fund. Some fund raisers close their campaign with a flurry of activity based on the "deadline" strategy. Others build around an "early-bird" strategy. Both of these approaches work, but only with a cooling-off period. That's how I use July and August.

In direct mail campaigns, good ideas often lose out to poor purchase planning. For example, when envelopes don't arrive, it throws your planned

41

programs completely off track. It's not uncommon to be at the mercy of other departments such as data processing, layout and design, typesetting, printing, or purchasing. To avoid roadblocks, you must plan even further ahead.

The campaign

The mass appeal campaign attempts to encourage first-time giving, to upgrade previous donors, and to ferret out major donors for telephone or more personal solicitation.

Many of the people you approach by mail have never contributed before. If you can get that first gift, chances are good that he or she will continue to give each year. (In a four-year program at Troy State, the renewal rate ranged from 88 to 96 percent.)

If you agree with me that it's worth spending a dollar for every gift dollar you get from first-year contributors, then you should plan at least three total-audience solicitations annually. At Troy State, we used an original computer letter, a carbon of that original letter with a preprinted personal note, and a printed letter.

In 1975-76, 35 percent of our responses came from the original letter, 42 percent from the carbon, and 23 percent from the printed letter. Returns from the third mailing piece paid for the total direct mail campaign.

How do you move the donor upward in his or her level of giving? One way is to segment your list and ask $15 donors to move up to $25, $50 donors to move up to $75, and so on. You can also upgrade giving by encouraging donors to join special gift clubs.

PR and other support

Much of your success depends on good public relations support. Keep your PR staff well informed about your direct mail efforts. What better time for press releases on outstanding local students who received your scholarships than just before your requests for scholarship dollars go out.

Direct appeals for funds through the alumni magazine don't usually bring results. But here's a better way to use the magazine. Well-written articles that back up solicitation claims provide subtle but effective backdrops for direct mail. If you're stressing gifts for the library, the magazine might discuss how inflation is cutting the library's funds for book purchases. Such articles probably work better if they don't ask directly for contributions.

Alumni magazines can call attention to deadlines and special programs. You should also consider publishing your donor list as a supplement to one issue.

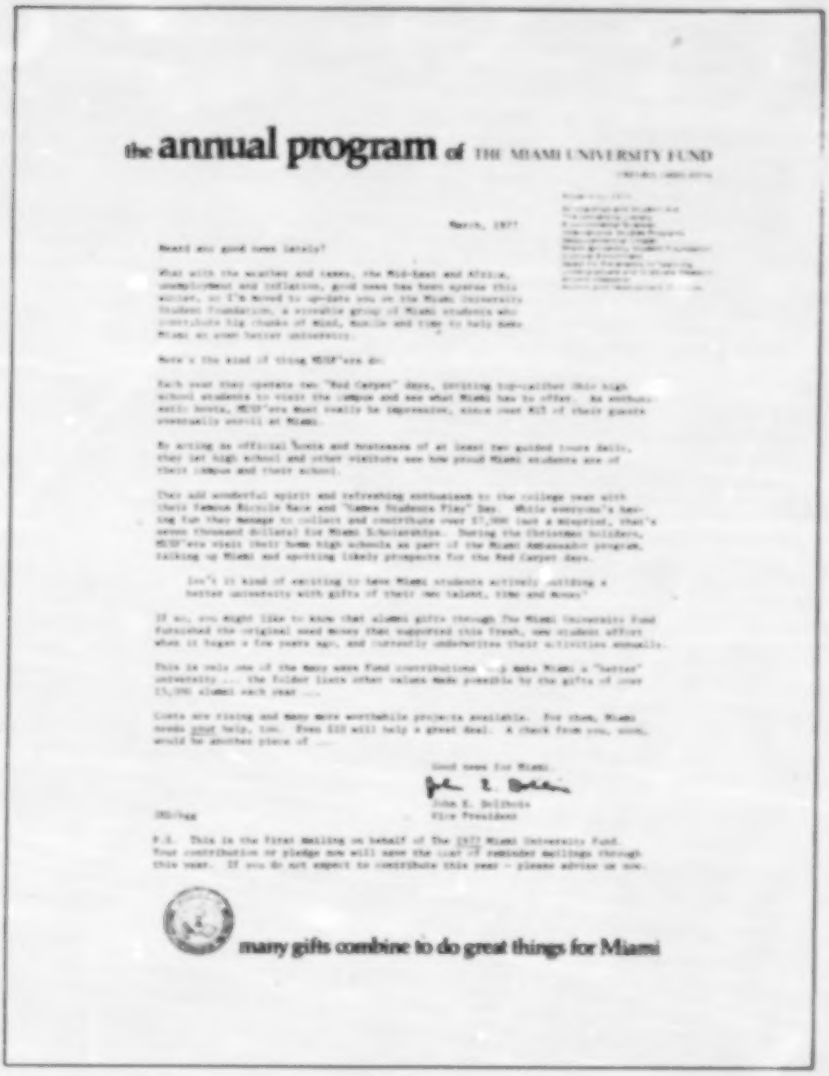
Record-keeping

The more you know about your audience, the more likely you are to succeed. If you set up an effective record-keeping system, you'll get data that will let you know the market better. Each direct mail solicitation should yield information for your file.

Perhaps the most important information you can have about a person is his or her giving history. Knowing this helps you to tailor your appeals and to encourage higher levels of giving. It's flattering to the graduate if you can refer in a very personal way to his or her previous giving record.

Mass direct mail may not look very profitable at first glance. But if you'll plan properly and build on the information you receive, you will develop more advanced direct mail efforts and discover opportunities for other types of fund raising. True, the big money doesn't usually come by mail. But you do need direct mail as an integral part of your total fund-raising program.

Brasher, formerly director of development at Troy State University, is now a Marts and Lundy consultant. CASE



the annual program of THE MIAMI UNIVERSITY FUND

many gifts combine to do great things for Miami

After the campaign is over

Use the post-campaign lull to build for next year

BY SUSAN WALLGREN
Director of Programs
Georgia Institute of Technology

The post-campaign period ranks as one of the most important in the direct-mail cycle. We use this time to evaluate our program, to compile reports, and to review donor records.

EVALUATE THE CAMPAIGN

At Tech, we hold a retreat every May to go over the past year's program and to make recommendations for the coming year. We review every aspect of our campaign: budget, mailings (what was good, what was fruitless), what expenses were worthwhile, where money was wasted, what publicity was most productive, and so on.

Attending are the annual giving and development staffs as well as the executive committee of our board of trustees. We meet for three days, usually a Thursday through Saturday, at a resort near Atlanta.

REPORT RESULTS

In the post-campaign period, we produce two final reports:

1. *The master scrapbook.* We compile a scrapbook of every mailing from the year. I think all offices need this as a reference tool. In our notebook, we put one sample of each mailing. This includes outer envelope, letter, brochure (if any), reply envelope, gift cards, and anything else. We add a record of when it was mailed, who received it, how many were on the list, how it was mailed (first class or bulk third class), and how much we spent.

2. *Our annual donor report.* After every campaign, we want to tell our contributors what we did with their money. Such a report should be brief and more statistical than subjective. In preparing it, we select only the high spots of our year's work.

At Tech, our *Directory*, as we call it, includes: an opening letter from the alumni association president; Roll Call (annual fund) summary, including goals and results; lists of donors by class and club; a list of matching gift companies; a history of the Roll Call; and an alphabetical listing of all alumni, friends, and parents who contributed. We have recently switched from printing this every other year to printing it annually.

REVIEW RECORDS SYSTEM

Our records system is our greatest asset. We might as well forget about next year's campaign without a complete, accurate, up-to-date system that permits constant changing of addresses, addition of names, and receiving, recording, acknowledging, and reporting of gifts.

Not only do we have to process gifts, we also have to handle the tremendous amount of mail returned and then trace lost alumni. It's estimated that as much as 20 percent of any mailing is returned, and this recording and updating must be done immediately.

At Georgia Tech, three full-time people work in our records section. This permits a constant updating of our files. We're able to pull a current report off our computer at any time. This is handy because we report weekly to our Roll Call volunteer leaders.

We keep a hand-written file on our $500 and $1,000 donors to ensure accuracy on all correspondence to them. When the alumnus/a donates, we make a card that shows preferred mailing address, company and position, and dates of contributions and of other actions (thank-you letter and so on).

We send biographical forms to the Thousand Club alumni to gain additional information from them.

We must measure results to determine the success of each mailing. This means keeping accurate records.

Such record-keeping helps determine which types of mailing pieces work best, what ages respond best to a mailing, which months are most productive, and what areas of alumni occupational concentration are most fruitful.

In our office, we can tell how many gifts come in as a result of a particular mailing. Each one has a gift card (the one the donor sends back to us). On this card is a three-letter code identifying the solicitation. When we receive a gift, we record not only the amount but also this code. At any time, we can pull out of the computer how many gifts and how much money was raised by a particular mailing.

Even so, I find it hard to tell which mailings are most productive. The alumnus/a may respond to one mailing but a previous mailing may have motivated the gift. Perhaps it just took the person a while to send the check.

At any rate, though, we cannot just play our hunches. We must have an idea of what's bringing in the money and what is not. Then we can plan more intelligently for next year. CDM

Creative Communicator/Alumni Package

Keep direct mail in its place!

BY DAVID G. LAVENDER
Director of Development
The Thacher School

Lavender — *Stephen Chovanec*

This issue of CASE CURRENTS says a great deal about the virtues and rewards of direct mail solicitation. I'm not denying that the articles are thoughtful, useful, and correct in what they say. Direct mail must be an integral part of all annual giving programs.

On the other hand, let's face reality. Granted you have labored long and well on a beautiful mailing piece. It has the best of graphics, the most stirring message ever, and all of the experts' tricks designed to get the envelope opened. So what happens when this work of art reaches the recipients' mailboxes?

I'll tell you what happens 90 to 95 percent of the time. At best, the alumnus/a will glance at the appeal and toss it onto the desk. Then, at the end of the month, if there is any money left, he or she may retrieve and skim it—and perhaps send a check for $5 or $10. At worst, the recipient, while heaving the unopened envelope into the circular file, will mutter: "The only time I hear from them is when they want money."

Keep things in perspective. We all have to use direct mail, but we can't expect it to do everything. Those who think it can are deluding themselves.

Direct mail *is* the only way physically possible to reach all members of your constituency. Direct mail *is* an effective complement to other appeals, for you can use it to remind and cajole throughout the drive, thus getting through to some of the procrastinators. And, of course, direct mail *is* the least expensive form of solicitation. For these reasons, you want to do the very best you can with your printed appeals.

Still, let's recognize direct mail's limitations. Here are a few:

1. No matter how good the printed appeal, direct mail remains the most impersonal type of solicitation. A printed letter and/or leaflet—or even an autotyped message—just does not have the warmth, personality, or clout of a face-to-face visit or a voice on the phone. People find it incredibly easy to say "No!" to a piece of mail.

2. A direct mail appeal too often invites a routine, token, low-level gift. Computers and automatic typewriters have enabled many institutions to personalize the appeal. At least they are able to say something such as: "Last year you gave $25; would you be willing to consider a contribution of $50 this time?" But don't kid yourself into thinking that this alone will raise donors' sights.

3. It is a sad fact that a great many non-educational organizations do all of their fund raising by direct mail. Their causes range from the very worthwhile down to highly questionable projects. Their pleas for money are dressed up in packages extending from the graphically beautiful to the horrible. The sheer bulk of these appeals, which reach almost every person almost every day, negates the effect of even your best piece. If your appeal arrives in the same mail with those from five or six other causes, you are fighting a tough battle.

4. A direct mail annual fund program becomes awfully easy after awhile. Therein lies a big danger. Eventually your creativity is stifled. Consciously or unconsciously, you begin to say the same old thing in the same old way year after year.

5. Though there are a few exceptions, direct mail is not an effective way to build membership in donor clubs. If you are beginning a $1,000 club, or even a $250 club, the initial contact should not be by mail. It should be in person at best; by telephone at the least.

Finally, a warning to those of you at institutions just beginning annual funds. You will probably start with direct mail. You have to. But don't fall into the trap of thinking that, after a year or two of good direct mail, you have an effective annual giving program. You don't. You have made a beginning, but more remains to be done.

Do heed the advice of the experts who share their wisdom with you in this magazine. You will benefit from their techniques. Your direct mail program will become better than it was. But *do not* spend all of your time, energy, and money on mail. If you do, your annual fund will never reach its full potential. cns

What the computer taught me about corporate alumni gifts

BY STEPHEN G. LUTHER

If you want to raise money from alumni who work for a corporation, what direct mail technique works best?

As the person responsible for Purdue's Matching Gift program, I faced this question. To help answer it, I did some computer-assisted research.

My aim was to test the effectiveness of five different direct mail packages on Purdue graduates who were employees of the General Electric Company. GE provided a list of 1,027 employees. The computer program eliminated individuals with whom the development office had special contact—for example, President's Council members. It also eliminated those whose mailing addresses were unknown and those who had asked to be dropped from our mailing list. The program reduced the original 1,027 names to 982 and divided them randomly into five groups.

The first group, a control, received a mailing from the Purdue Alumni Foundation (PAF) asking for contributions for scholarships, loans, athletic grants-in-aid, school development funds, and other specific projects. This mailing had been used for a number of years. Enclosed was a letter from the dean of the employee's school or a brochure describing recent school developments. This meant we had to separate the mailing into nine groups, one for each of Purdue's schools.

Employees from the second group received the PAF mailer and a subsequent letter from a fellow GE employee. The employee told why he gave to the university and why he felt others should also give. Enclosed was a GE brochure describing its matching gift program.

The third group received the PAF mailer and a follow-up letter written by a Purdue student. The student wrote his own letter after reading material on fund-raising techniques. We also enclosed the GE matching gift brochure.

The fourth group received the PAF mailer and a follow-up letter from the university development office.

The fifth group received the PAF mailer along with the GE matching gift brochure.

The initial PAF mailing went in mid-October of 1976 and the follow-up letters were sent out a few weeks later. After the 1976 fund year ended, the computer totaled and compared gifts made during 1975 and during 1976.

We found that in the control group the number of gifts decreased from 19 to 16 out of a total of 193 alumni for a decrease in participation from 9.8 to 8.3 percent. The average gift, however, increased from $33.42 to $43.12 or 29 percent. Purdue received no first-year gifts (gifts from alumni who had not contributed before).

The second group (PAF mailer and follow-up letter from a GE employee enclosing the matching gift brochure) had a 50 percent increase in the number of gifts—18 to 27. The average gift went up from $53.05 to $59.85, or 12.8 percent. Participation rose from 9 to 13.5 percent.

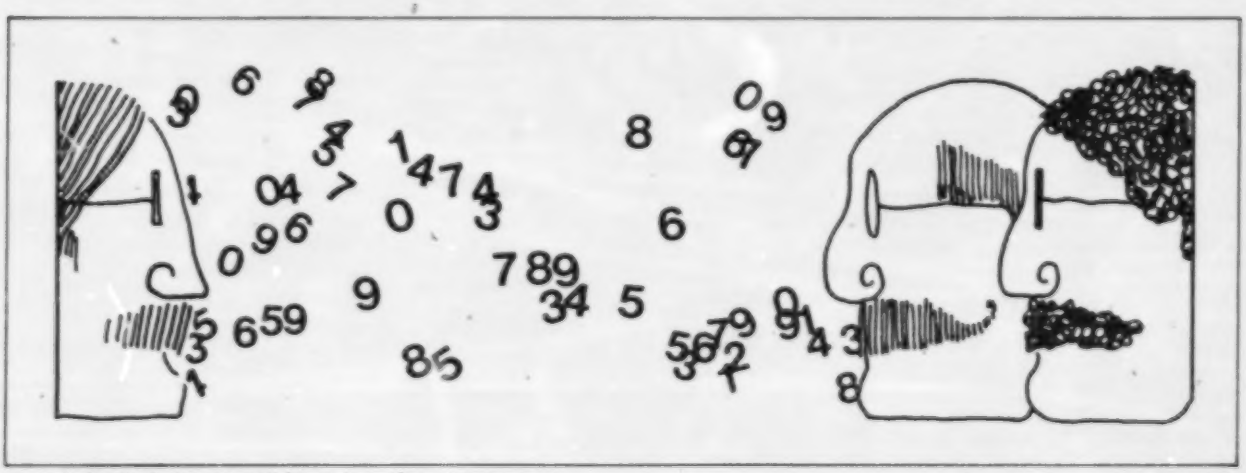
The third group (PAF mailer and follow-up letter from a student) had a decrease in the number of gifts (from 13 to 9 or from 6.7 to 4.6 percent) but an increase in the average gift (from $25.08 to $38.22). This mailer did bring in a record number of first-year gifts—nine.

The fourth group (PAF mailer and follow-up letter from the development office) had the least impressive results. The number of gifts decreased from 14 to 13. The average gift went down from $31.07 to $25.76 and participation decreased from 7 to 6.5 percent. No first-year gifts came in.

The fifth group (PAF mailer with a GE matching gift brochure) had an increase in the number of gifts (from 14 to 15). The average gift went from $21.93 up to $23.06, and participation increased from 7 to 7.5 percent. Again, no first-year gifts.

In summary, my research indicates that a letter written by a company employee immediately succeeding an alumni mailer is the best plan. This produced the highest total, the greatest percentage increase in the amount contributed, and the highest number of participants. Because this plan brought no first gifts, I suggest supplementing it with a letter from a current student.

Luther, formerly director of corporation and foundation support for Purdue University, is now president of Lafayette Data Control Company. CASE



Carmen Violich Goodin/University of California, Irvine Alumni Association

Personalizing direct mail with the computer

BY EDWARD SOMMERS

The word "computer" conjures up a *1984* image in which a terrible machine encroaches on every aspect of our lives until we are totally dehumanized. The mere mention of the word "computer" brings humanist-defenders to their feet, pleading for the rights of the individual and damning that ubiquitous digital monster.

Of course, the bad rap on the computer comes from people who fail to use it properly, or to recognize how it can serve them. For example, businesses use the computer to insert names into the body of a mass-produced sales letter. Very few of us believe that this makes it a personal letter. Businesses should use their machines more intelligently. For example, an insurance company can identify safe drivers among insurance prospects; a clothier can locate customers who wear 34-33 trousers or 40-long jackets. Businesses can offer great savings to the customer if they use their machines well.

In a direct mail campaign, many colleges use a very few volunteers whom they overwork. Volunteer and professional quickly become disenchanted. Instead, consider employing more volunteers and using them better. Give each one limited, reasonable duties which can easily result in improved gift receipts for your college. The computer can help you do this.

The typical campaign goes something like this. First, you locate your prospective class agent and convince him or her to work for the college. This isn't easy. Part of the problem is that you plan to use him for the rest of his life, if he's any good, and he is not prepared to commit himself. His first duty is to write a fund-raising appeal. He probably doesn't understand the real financial needs of the college. His appeal is often so wishy-washy it could be worked into the local Pee Wee hockey fund drive. After a few missed deadlines, your typists pound out the stencil and the agent's name is affixed to the bottom. But the letter begins "Dear Classmate" and ends "If you've already given, please disregard this letter." This tells the prospect that the agent doesn't know who has given and who has not. The letter loses even more credibility when the addressograph smudges the prospect's name. The fact that the letter is postmarked at the college town, although the agent lives halfway across the country, doesn't help matters.

The prospect will give—if he or she had intended to anyway. At Middlebury, our system is markedly different in both technique and results. It is unique in terms of the number of volunteers we employ and the turnover we have built into it. We couldn't do it without our computer.

About five years ago, we were confronted with the fact that our stereotyped class-agent system was not working. Our agents were overworked, with 200 to 400 classmates to dun. The agents' usual tool was an ill-conceived form letter. Since we did not have a computer or the clerical help to support a better system, we were not distributing any gift records to our agents, and this compounded the problem. We were running a low-pressure, easy-going mail program, and our gift receipts reflected it.

Using our brand-new IBM 360-20 computer, we developed our present system and gave it a one-year pilot study. This proved so successful that we decided to go entirely into the new computerized system.

Here's how it works. We assign 13,000 alumni to 800 permanent teams of about 16 classmates. We add an individual's team number to the information we store on our computer. From information in team giving records, we select the largest donors to be team leaders. We then ask the computer for the appropriate mailing labels. The recruiting mailing includes a team leader handbook, which outlines the job, and a team giving record. At this time the record lacks specific giving details. It serves only as a team roster and contribution synopsis, preserving donors' privacy until the team leader says "yes" to the job.

This recruitment mailing goes out in September. The cover letter asks the prospective class agent to serve for two years as a solicitor. His duties will take only one hour of his time twice a year for these two years. Enclosed is a roster of 15 prospects, all of them fraternity brothers of the agent. He is told that 20 other class agents are assigned to the rest of his classmates. He is also told he will get complete instructions at the time of the first mailing. The job sounds easy, yet important, so he says "yes" on an enclosed reply card. In late November, our agent opens a letter from the fund office thanking him for agreeing to be a team leader and asking for his own gift to start the year off properly. Being the obliging type, the agent promptly sends us a generous check.

Once our team leaders have agreed to serve, we make sure their time is spent asking for money rather than doing work that can be done by our staff people. We use the computer to address envelopes. A hand-operated stamping machine run by two people in our mailing service puts postage on the envelopes. The computer sorts the addresses by team and zip code so that the people doing the stamping can find the foreign addresses without difficulty.

In early February, the agent receives a package of addressed, stamped envelopes for his 15 classmates, as well as a giving record showing what each gave for the past three years. He adds his own messages to the bottom of an attractive and effective appeal, originated and prepared by the fund office.

Many of the team leaders throw in tidbits of class news, but they are instructed to get the fund-raising message across first. We suggest that they say, "We always count on your gift and you never let us down, but could you consider bringing it up to $25 this year?" Or, "We've missed your gift in past years and if you can come through this year with, say, $25, we can improve on our 50 percent participation." Or, "We received your gift a short time ago and I want to add my thanks to those already expressed by the college. You've helped the cause once again."

In early April, the agency receives another package from the fund office

with the same kind of tools: a gift record, stamped envelopes, professionally-prepared appeals, return envelopes, and an instruction sheet. He does his job again, thanking the donors and really laying it on the hold-outs.

In July or August, our agent gets a final giving record showing the results of his efforts. He also gets a performance of the classes sheet which shows whether his team's percentage of participation is in the "Top 10" in the entire college. A personal note from the fund office thanks him for his work. Our agent is giddy with glee and can't wait for next year's fund drive to start.

In past years, we have been able to congratulate team leaders for winning two U. S. Steel Achievement Awards in Alumni Giving. When we retired over 750 workers last July, an extraordinary number of them said that they truly enjoyed doing their part for the college.

At today's postal rates, this turnover is expensive. But it is a critical ingredient of our mail solicitation program. We involve as many alumni as possible in our fund raising, as quickly as we can. There are many reasons for doing this, not the least of which is that our volunteer team leaders are our most generous donors. Last year, 86 percent of our first team leaders gave $115,000 to the college, while 90 percent of the current team leaders gave $100,000.

The computer can help us in other ways. We have a small group of people with large-gift potential. We should pay special attention to this group; they should hear from us about our special gift societies, tax incentives, and how to give securities. Our computer enables us to retrieve giving information on these people. We can find out the amount a person has pledged to our recent capital campaign, and the payments made on that pledge. We can find out whether the donor pays quarterly, semi-annually, or annually, and the dates on which he or she likes to make payments. We can also find out what kind of projects our prospect likes to support. We are currently studying the feasibility of expanding the data base for our rated prospects so that we can print much more good information on these special-gift candidates, such as an individual's occupation, business address, office and home phone numbers.

We know the year an alumnus graduated and can translate this information into an approximate age. We try to appeal to the younger generation of alumni – let's say the classes of 1965 and up – in their own terms. At the same time we can relate to the older group and talk about bequests and planned giving.

Getting that first gift is important, but getting two gifts in a row is essential to develop the *habit* of giving. It makes sense for all of us to concentrate some effort on that person who gave for the first time last year. Our computer can be a tremendous help in finding that person. We all know how effective LYBUNT letters can be, and effective uses of an individual's giving pattern are virtually limitless.

Since we know a person's zip code, we can organize our targets by geographical region and work out a regional solicitation program. Personal solicitation is the best way to get the large gifts, and a regional solicitation program probably has the finest potential of any of our computer-supported efforts.

You can undoubtedly think of many more mailing ideas than these I have mentioned. And the beauty of using the computer in this way is that no prospect would get more than one or two mailings.

We should give each prospect the feeling that our letter, even if it was mass-produced, was written specifically for him or her. The subject matter should be of special interest to the prospect. This tells each prospect that we have taken the time to research his particular situation and that we have prepared our appeal to speak directly to him. With that approach we should be able to keep these friends of ours awake and interested, and reacting the way we want them to.

Computer-supported programs and/or effective use of on-campus clerical help enables you to expand the use of your volunteers. At Middlebury, we are delighted with the improvements in our direct mail program, and the team leaders have done it for us. This improvement will continue, invigorated by the new blood we transfuse into our programs every two years.

Our latest group of recruits brings the number of volunteers helping the annual fund to around 2,500 since the inception of the program in 1970. And if our present pace continues, over 90 percent of these workers will make their own gift each year and, we hope, for many years to come. Theoretically, 30 years from now every one of our Middlebury alumni will have served as a team leader, and will have been reawakened to our cause. If we continue to enlist the support of our computer, we can add an important dimension to our appeals and remain competitive with other equally just causes.

EDWARD SOMMERS, *formerly associate director of development at Middlebury College, is now vice president for development at Knox College in Illinois.*

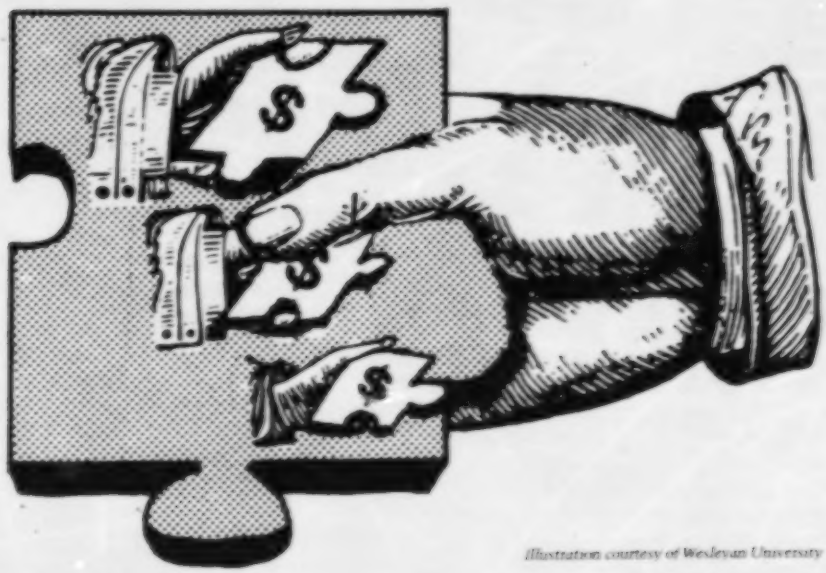


Illustration courtesy of Wesleyan University

Never? Well, hardly ever

Penn tries in vain to win over "never-givers"

BY THERESA N. RANIERI
Assistant to the Director of Annual Giving
and BRUCE G. BIRKHOLZ
Director of Annual Giving
University of Pennsylvania

Creative Communication/Money Package

Does it pay to continue sending fund appeals to long-term "never-givers"?

Many school, college, and university fund raisers debate this question. Here at the University of Pennsylvania, we've studied it in detail. Our conclusion: Direct mail—even when supplemented by telephone calls—doesn't pay off for this group.

We find that we can save $75,000 a year in mailing costs by cutting out regular solicitation of never-givers. (We define them as people out of college 12 years or more who have never donated to Penn.) Here's how we decided this.

In July 1976 we had a more optimistic attitude. At that time, we set out to encourage donations from never-givers by spending some extra effort on them.

We decided to try for gifts to Van Pelt Library. We designed a special mailing—stationery, envelopes, pledge cards, and return envelope. Each mailing package would include a bookplate. We suggested that each donor sign the bookplate and return it with a gift so that we could place a book in the library in his or her name.

Most alumni in the test group received a multilithed letter with an envelope addressed by the heat transfer method. From a mailing to 1,642 alumni, we received seven gifts for a participation rate of .4 percent.

A second group of 100 received the multilithed letter but with an individually typed envelope. None of these responded.

A third group of 100 graduates received a personalized letter. Three of them gave for a 3 percent response rate.

In all, our mailing to 1,842 brought in only $230 in gifts. That wasn't enough to pay the out-of-pocket costs, not to mention our staff time.

Students who helped on our project insisted that we'd get better results if they followed up our mailing with telephone calls. We tried this with 100 Delaware Valley area alumni.

After receiving the mailing and before a call, one donor sent $50.

In the follow-up phonathon, students reached 49 alumni. (They discovered wrong or unlisted numbers in 10 cases and were unable to find the alumni in or available to the phone in 23 cases.)

Of the 49 alumni contacted, 30 requested pledge cards and information because they "did not recall receiving the mailing." Of these, four sent gifts totaling $80. This was a return of 7 percent of those reached by telephone.

Summing up, 2,142 never-givers received special cultivation in these tests. In all, we received 15 gifts totaling $360. Meanwhile, we spent $1,063, most of it for stationery, design, printing, and postage.

We had hoped, of course, that we could develop a cost-effective way to turn "never-givers" into donors to Penn. We wanted to come up with a system that could be applied to our total group of 42,000 never-givers.

But we didn't. This study supports our general policy of excluding 12-year never-givers from direct mail solicitation except during their reunion years. (They do receive all other general alumni correspondence.)

Of course it is vital that we continue to add new donors to our rolls. To do this, we are intensifying our efforts to get younger alumni to give. We also hope to get as many Penn seniors as possible involved through the 25th Reunion Gift Fund Kick-off Campaign.

This campaign, coordinated by a student committee, asks seniors to donate their student deposit fees. This money becomes the basis for the class's 25th Reunion Gift. Members of a particular class receive one yearly solicitation for this fund until their 25th anniversary.

To increase their interest in giving, we hope to use more students as volunteers, in both phonathons and other projects. We also hope to involve more young alumni volunteers.

We aren't entirely "giving up the ship." We hope to do some further testing on direct mail approaches to never-givers. And we're hand-picking some with big gift potential for personal cultivation and solicitation. But cutting out routine direct mail appeals to never-givers saves us a bundle. CASE

My best direct mail piece

When the editors of CASE CURRENTS set out to do an article on direct mail, we decided to let the experts do the writing. We asked several annual giving pros in CASE to single out their favorite direct mail pieces. What's more, we asked them to base their selection on *results*—not on how the flyers looked or how clever the copy was.

One of our first replies made us stop and think. It was from D. Chris Withers, director of development at the University of Richmond, where the annual fund has grown from $90,000 in 1970-71 to over $700,000 in 1975-76. Here's what Withers had to say:

"I don't believe that brochures should be a very important part of any annual giving program. People give to people, and it is not through brochures that large amounts of dollars are generated. I believe this comes about through sound organization and identification of your best prospects, and then putting together the best group of volunteers that you can. Brochures and direct mail pieces simply serve as additional catalysts. And we hope that, in a clever way, they tell the university story."

As you read the material here, bear in mind Withers' counsel. Direct mail has a role in annual giving, but it should be a supporting one.—VIRGINIA L. CARTER, *Editor*, CASE CURRENTS

Upgrade Gifts

In 1975-76, the Virginia Commonwealth University Annual Fund was four years old. Prior fund-raising efforts had been limited to dues solicitations by the alumni associations (there are five). These associations had requested $3, $5, or $15 dues each year. After the creation of the annual fund, many alumni continued giving at the former dues level. Upgrading gifts was the problem we faced.

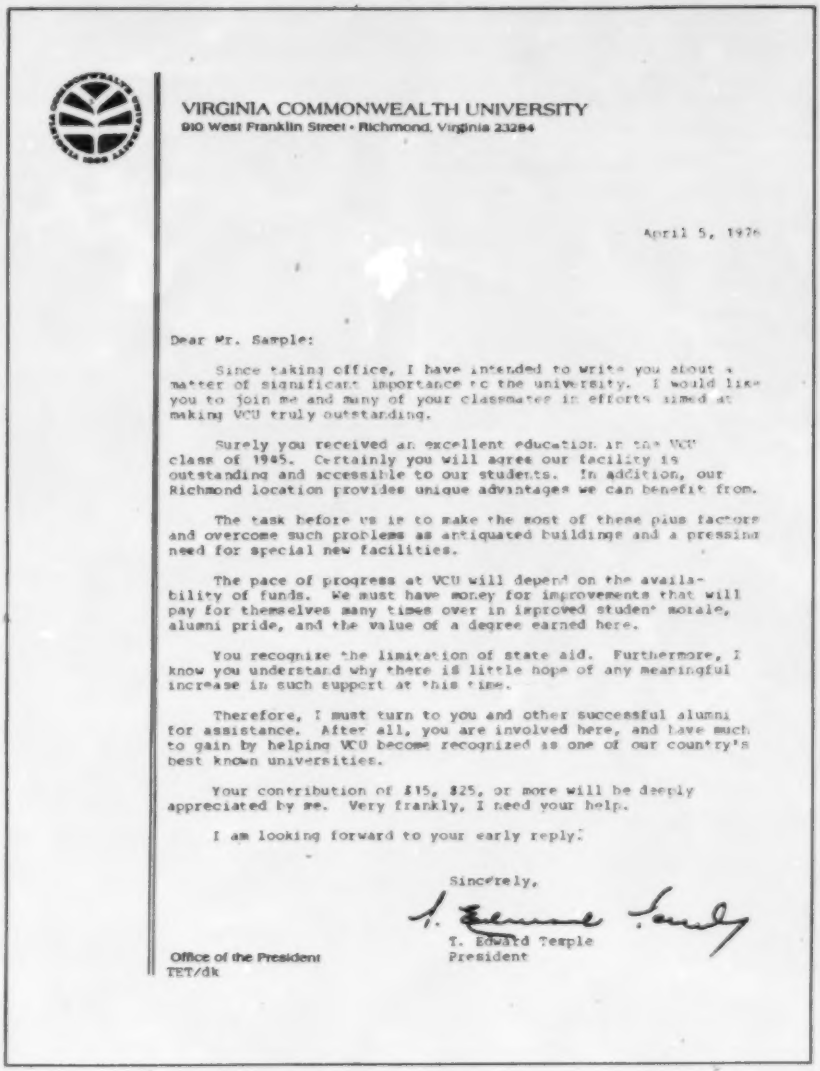
VCU was created in 1968 by merger of the Medical College of Virginia and Richmond Professional Institute. Neither of the parent institutions had sought gifts directly from alumni.

In a computer-prepared letter, we asked alumni to contribute a specific amount greater than their last gifts to the fund. We requested those who had never previously contributed to begin giving at a specified level. The letter suggested two amounts in ascending order, "or more." The reply coupon, however, listed four amounts in descending order, and had a blank for the contributor to list another amount.

A firm that specializes in data processing and direct mail supplied us with information on computer tape for personalization of the letter, including the last gift received. The firm prepared the letter and reply coupon.

We used two additional solicitation elements during the fund year. These did not include specific gift amounts but rather asked for greater levels of support from those who studied here.

At the close of the fund year, 33 percent of the previous contributors had upgraded their giving levels. The amounts contributed increased by 46 percent over previous gifts. Since this was a first effort at upgrading giving levels, we consider the progress significant.—JAMES L. DUNN, *Director, Alumni Activities, Virginia Commonwealth University.*



VIRGINIA COMMONWEALTH UNIVERSITY
910 West Franklin Street • Richmond, Virginia 23284

April 5, 1976

Dear Mr. Sample:

Since taking office, I have intended to write you about a matter of significant importance to the university. I would like you to join me and many of your classmates in efforts aimed at making VCU truly outstanding.

Surely you received an excellent education at the VCU class of 1945. Certainly you will agree our facility is outstanding and accessible to our students. In addition, our Richmond location provides unique advantages we can benefit from.

The task before us is to make the most of these plus factors and overcome such problems as antiquated buildings and a pressing need for special new facilities.

The pace of progress at VCU will depend on the availability of funds. We must have money for improvements that will pay for themselves many times over in improved student morale, alumni pride, and the value of a degree earned here.

You recognize the limitation of state aid. Furthermore, I know you understand why there is little hope of any meaningful increase in such support at this time.

Therefore, I must turn to you and other successful alumni for assistance. After all, you are involved here, and have much to gain by helping VCU become recognized as one of our country's best known universities.

Your contribution of $15, $25, or more will be deeply appreciated by me. Very frankly, I need your help.

I am looking forward to your early reply.

Sincerely,

T. Edward Temple
President

Office of the President
TET/dk

Gift enclosed

I feel that our Vanderbilt calendar of events is effective because it is a gift as well as a solicitation piece. It keeps all of the alumni informed.

We enclosed a hanger letter and a remittance envelope with it. The unit cost was approximately 27 cents. We mailed calendars to 40,000 alumni, parents, and friends. The calendars brought in 1,228 gifts totaling $52,390—not a large percentage, but we had a profit of $41,392.—SHIRLEY H. LAWRENCE, *Office of Development, Vanderbilt University.*

Directory hit

Every third year we publish a comprehensive alumni directory and give it to all alumni making gifts in that calendar year. We hope to make them feel that they are receiving something extra for their contributions.

The directory is budgeted from the annual fund. It is quite expensive but more than pays for itself with increased gifts and good will. Our alumni are proud of the directory and look forward to receiving it.

We send a mailing at the beginning of our fund year to get the former students both to return an enclosed questionnaire, and, more important, to make a gift to reserve a copy of the directory. The mailing went to 59,200 alumni and generated 12,614 gifts, or 19.09 percent of the total active file. It brought in $455,498 in unrestricted dollars. In a directory year, we receive an abnormally large percentage of our gifts in the first months.

The mailing was in two parts. The first part went to past Century Club members, about 6,000 alumni, asking them to renew their memberships and informing them that they would receive hardbound copies rather than paperbacks. The balance of the mailing went to the rest of our active file.

The unit cost was 13 cents, including paper, ink, and envelopes. We did in-house the graphics, printing, and mailing. The postage was approximately 1.8 cents per piece.—RANDY MATSON, *Associate Executive Director, Association of Former Students, Texas A & M.*

THE DYNAMITE CLUB
OF THE THACHER SCHOOL

Not with a whimper, but a BANG

J. Peter Baumgartner '51
President

.....
.....
.....

Dear ....:

I am sure you have heard of Thacher's new Dynamite Club, which is designed to encourage gifts of and to recognize donors of $250 to $999 to the Alumni Fund. But I am enclosing a leaflet which describes the origin and purposes of this new organization. The slogan and logo may appear lighthearted, but I assure you that the Club and its objectives are of extreme importance to the future vitality of our School.

I hope you will join me in membership through a gift of $250 or more to the 1975-76 Alumni Fund. Perhaps this is a lot to ask, but not only is the cause exceptionally worthy, but I honestly believe that you can get "more bang for the buck" through a gift of this size to Thacher than to any other organization.

Thacher has a relatively tiny alumni body, and it must ask each of its former students to do as much as possible to help it through this difficult inflationary period. A $250 gift has far greater impact on Thacher's academic programs than a comparable gift to a larger institution can possibly have. This is perhaps obvious, but let me just observe that a $250 gift to Thacher would represent approximately .25% of the Alumni Fund total last year. By contrast, a $250 gift to Yale's or Dartmouth's or Harvard's or Stanford's (or many other) Alumni Funds would be only .0083% of their total receipts. The figure would be even smaller for many United Funds.

More important than those figures - or even than the impact of your own contribution - is the collective value of the Dynamite Club members' part in the enrichment and improvement of Thacher's academic programs. That in a nutshell is the case for support, and I do hope you will respond.

Sincerely,

J. Peter Baumgartner '51
President

JPB/jh

Enc

P. S. You will note from the enclosed card that you can make your gift on the "easy payment plan" between now and July 31, 1976.

Dynamite idea

Thacher is a unique place. Its entire heritage is related to the out-of-doors, and specifically, to the horse program, which has been an integral part of the school since its founding.

Three years ago we established a $1,000 club which became an instant success. Two years ago we decided to add a $250 club tailored to younger alumni and those of retirement age. It is called the Dynamite Club. Our limited manpower required us to confine the solicitation to direct mail appeals.

Dynamite is the name of a camp often used by Thacher students. We deliberately have introduced a rather light-hearted tone to the entire club. Members receive an "official Dynamite Club T-shirt" with the logo on front and "250" on the back.

While we obviously mail to a limited number of prospects, the response has been relatively good. We are probably batting about 40-50 percent, and we anticipate reaching 100 members this year.—DAVID G. LAVENDER, *Director of Development, The Thacher School.*

Simple Letter

We at St. Lawrence are not proponents of flashy direct mail pieces for the annual fund. Rather, we are advocates of simple, modest, persistent, personalized, and effective letters. These supplement our highly personalized approaches through an active class agent program, an extensive network of regional phonathons, and a new but successful corporate agent program.

One example of a specially tailored approach is our letter sent last year to the most recently graduated class. Accompanying this letter, we sent a reply envelope and reproduction of a line drawing of Richardson Hall, the oldest building on campus, and one which every alumnus relates to in one way or another. The letter is basic—a real nuts-and-bolts approach to new alumni. We mailed 294 letters and received 49 responses, or 16.7 percent. The mailing yielded $545.

The significant fact here is that this final mailing brought the total amount given by the class of 1974 to $3,406, with 232 members or 42.1 percent of the class participating in our 1975 alumni fund. Not bad for the first year out! We think this mailing is effective because it is short and simple, tells it like it is, and addresses the reader in an understanding way.

The unit cost of the mailing was 29 cents including materials and first-class postage. While this is well above the average cost of our typical third-class mailing, we consider this special approach to new alumni to be a worthwhile investment in the future.—DOUGLAS M. BROWN, *Director of Annual Support Programs, St. Lawrence University.*

ENTERPRISE ST. LAWRENCE . . . . *A Challenge to Enrich a Heritage of Quality and Independence*

The St. Lawrence University Alumni Fund

September 25, 1975

Dear Laurentian:

Just over a year ago, you graduated from St. Lawrence and moved out from the security of campus life into the "real world." You were welcomed into the alumni body - to join 12,000 others who have preceded you. You are starting to realize that Canton, New York, is a long way away from just about every place, but hopefully, you are also perceiving that St. Lawrence is really not only in Canton -- but everywhere that our 12,000 grads are living and working.

A part of that "real world" is your continuing responsibility to St. Lawrence. Sure, I know you paid your tuition, but tuition has never covered all the cost of one's education. In my time and in yours, the gap between tuition paid and costs has been offset largely by gifts from alumni. This is more critical now, more than ever before, for St. Lawrence cannot raise tuition commensurate with inflationary costs without risking the exclusion of highly qualified young people whose families just would not be able to afford to send them to St. Lawrence. You, as a recent graduate must have the best appreciation of this. You and your families have just experienced the problem.

No, I have not forgotten that getting started in "the real world" was a week-to-week battle with stretching the dollar. I know you perhaps cannot afford to do what you would like to do, but I ask you to do what you can to be a "real world" supporter of St. Lawrence because of what it means to you -- and because of what you believe St. Lawrence will mean to future generations.

Please send your contribution or pledge to the 1975 Alumni Fund today -- now -- before the books are closed next week. You have until December 31, 1975, to fulfill a pledge. You will be glad you did, and St. Lawrence will be stronger because of you.

Best to you.

Sincerely,

Tom Cashin

Thomas H. Cashin

Thomas H. Cashin '46, *Chairman*

Photo Finish

St. Mark's is a very personal school and annually we try to design a piece that covers the usual annual fund points and will hit close to home in a clever, brief way.

I once mentioned to our volunteer chairperson that I had recent photos of almost three-quarters of the student body. He said, "Wonderful, that will be our brochure for the fund!" (That meant that I had to arrange to photograph individually the remaining quarter of the student body myself.) So we rubber-cemented the photo of each student to our brochure—and then made certain that each set of parents received the correct brochure.

Some people feared that such an approach might be resented as too much of a tear-jerker. Quite the contrary! Never have we received such broad, positive reaction to a printed mailing to parents. Some proud parents even wanted the negatives of the pictures for use on family Christmas cards. We received no negative feedback.

St. Mark's tries to stick to one-color printing, and by using both reverse and positive printing, we were able to use gray ink only and achieve a nice feel by placing it on a 70 pound linen sheet. Our yearbook photographer provided the photos free as part of our contract.

Rubber cement isn't cheap, but the total unit cost of this eight-page, stapled and die-cut folder without envelope was 35 cents (quantity: 2,700). That's rather reasonable when we note that our annual fund drew support from 88.9 percent of the parents solicited versus 73 percent the year before. The fund total grew from $238,000 in 1974-75 to $306,000.

For the 1976-77 fund, we will again use individual pictures for the parents' brochure, and we may have three prints of each photo made—one for each set of grandparents as well.—RICHARD A. GEYER, JR., *Director of Development, St. Mark's School of Texas.*

Join the club

"1797" is our special gifts club for annual support. Anyone making a gift of $1,000 or more becomes a member.

Our initial letter asking people to join brought in $213,241 from 117 people. We mailed a second letter, to which 49 people replied with $86,236. It is difficult to say that all of this money came from these two letters, but they were certainly the key factors.

The letter is honest and forthright. It makes the case and instills a feeling of pride in the institution. It is encouraging but not too encouraging. There is a subtle suggestion of the size of the gift. We suggest action, issue an invitation, and give something desirable in return. The letter makes you want to be "a member of the team," as one parent wrote.—ROBERT CROW, *Director Alumni, Development, and Public Relations, Deerfield Academy.*

Parents fund

Skidmore has two funds, annual alumni giving (AAG) and annual parents fund (APF). Both AAG and APF go toward current expenses of the college.

One of the pieces that has produced significant results for us this year was an APF mailing. We sent it to all parents in our file, which includes parents of current students and parents of alumni. (We mail to parents for about 10 years). Third-class postage cost $108, and the cost to print the brochure was $175 for 6,000 copies.

The results were better than we had hoped for, and much better than mailings we have sent at the end of our fund year. The 1975-76 APF goal was $110,000, and as of April 30, we were just under $100,000. This mailing brought in more than $11,000 which pushed us over the goal.

The brochure was effective because it was sent following a spring parents phonathon and reminded those who had not made a gift during the fiscal year. In addition, it carried some student statements on their experiences at Skidmore, and a chart of progress showing the parents fund growth from $47,000 in 1970-71 to a goal of $110,000 in the current year.—DAVID E. LONG, *Vice President, Skidmore College.*

W&L's secret

We rely on our class agents to produce their own letters and mailing pieces. They are expected to send at least three each year, but most of them do more.

We encourage them to personalize their letters as much as possible. Most send several versions of their basic letters, each tailored to a specific group within the class (e.g., major prospects, previous givers, chronic non-givers, etc.). If an agent chooses to use a single form letter, we ask that at the very least he add a personal note in his own handwriting to each classmate.

We back up our class agent mailings with three of our own: one in November to open the campaign, one in December as an end-of-the-tax-year reminder, and one in May as a final mop-up piece.

I can't say how effective any one mailing has been. I can say, however, that over the past five years our alumni fund has doubled, from $302,074 in 1971-72 to $602,776 in 1975-76.

Four years ago when we made the decision that we would expect our class agents to produce their own letters, there were a few people here on campus who doubted that we could rely on the agents to make their own mailings. Class agents have vindicated our decision far beyond what we expected.—CARTER V. MCNEESE, *Director, Annual Giving, Washington & Lee University.*

Deerfield 1797

November 1975

Dear John:

Prophets, many times, are without honor in their own land. So are schools. We thus give added credence to a recent Greenfield Recorder editorial which said, in part, "Franklin County is indeed fortunate to have one of the nation's best prep schools, led by men of high caliber - in its midst."

Make no mistake, this is partially a tribute to the thousands of people who, each year, have helped to keep Deerfield Academy an outstanding school. A school that is truly dedicated to quality and excellence - two matchless ingredients which have already disappeared from too much of the American scene.

Deerfield Academy is an endangered species. We do not want to be alarmists but without your help and support we could be in trouble. In the last three years over 200 schools and colleges have either closed or merged and many more, unfortunately, will probably follow.

The Deerfield family has been and is working very hard to see that Deerfield does not slip into this category. Through almost superhuman efforts, our endowment on September 1 stood at an all-time high of $18.6 million. This is encouraging but still considerably behind our minimum needs. In addition, reversing the trend of the sixties, the Academy (after annual support) had a balanced budget for the sixth straight year.

1797 was created by the late Bob Kriendler as an organization for those who can realistically give a thousand dollars or more to the Academy for the annual support of the budget. An annual dinner is held each year at "21" West 52nd Street to honor the members who are so meaningful to Deerfield.

Last year, through 1797, one hundred fifty people gave $260,000. Four percent of our donors gave over 50 percent of our total gifts for annual support. This year, given the ravages of inflation on academia, we are seeking 200 members. As we begin this year's campaign, the good news is that we have already received one gift of $10,000 and another of $5,000.

We urge you to join because we really need your help in preserving one of this nation's strongest independent residential schools. Please send in today the pledge card which we have enclosed for your convenience. We hope to see you at Deerfield and at "21".

Most sincerely,

James P. Gorter
National Co-Chairman

Charles C. Thomas '47
National Chairman